2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 19K108

School Name: P.S. 108 SAL ABRACCIAMENTO

Principal: CONSTANCE HAHN
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

P.S. 108 The Sal Abbracciamento School

School Name: P.S. 108 The Sal Abbracciamento School  School Number (DBN): 19K108

BEDS Code: 331900010108

Grades Served: Pre-K-5

School Address: 200 Linwood Street, Brooklyn, New York 11208

Phone Number: 718-277-7010  Fax: 718-827-4137

School Contact Person: Constance Hahn  Email Address: Chahn3@schools.nyc.gov

Principal: Constance Hahn  John Rini

UFT Chapter Leader: Christine Santiago

Parents’ Association President: Jennifer Persaud

SLT Chairperson: Christine Santiago

Title I Parent Representative (or Parent Advisory Council Chairperson): N/A

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 19  Superintendent: Dr. Thomas McBryde, Jr.

Superintendent’s Office Address: 557 Pennsylvania Avenue, Room 205, Brooklyn, New York 11207

Superintendent’s Email Address: TMcbryde@schools.nyc.gov

Phone Number: 718-240-2700  Fax: 718-240-2751

Field Support Center (FSC)
Brooklyn North  |  Bernadette Fitzgerald

FSC:  

Executive Director:  
131 Livingston St., Brooklyn, NY, 11201

Executive Director's Office Address:  
BFitzge2@schools.nyc.gov

Executive Director's Email Address:  
718-935-3954  |  718-935-3444

Phone Number:  
Fax:  

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constance Hahn (Principal)</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>John Rini (Teacher)</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Christine Santiago (Parent)</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Ruth Cintron (Parent)</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Beatrice Lopez (Parent)</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Samantha Ventura (Parent)</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Milagros Verdejo (Parent)</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Leslie Ocasio (Parent)</td>
<td>Member /Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Jennifer Persaud (Teacher)</td>
<td>Member/Teacher, Chairperson</td>
<td></td>
</tr>
<tr>
<td>Kristy Higuera (Teacher)</td>
<td>Member/3rd Grade Teacher</td>
<td></td>
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<tr>
<td>Jodi DePasquale (Teacher)</td>
<td>Member/1st Grade Teacher</td>
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<td></td>
<td>Member/</td>
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<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. **What is your school’s mission statement?**

**Vision and Mission:** The vision of P.S.108K is to collaboratively educate the whole child- intellectually, physically, emotionally, and socially, so they become a life-long learner, who is a productive, civic-minded member of society as they fulfill the role of our future leaders.
P.S.108K's school community is committed to the academic and social/emotional success of every child so that they are prepared to be college and career ready for the 21st century. We will accomplish this collaboratively with students, parents, guardians and teachers by:

▶ working together with data-driven, shared goals to ensure that students make progress each year.

▶ empowering every member to share the responsibility of student outcomes and value life-long learning.

▶ providing the resources and support necessary to ensure that teachers, staff, parents, guardians, and students embrace the common core learning standards despite obstacles and challenges they may encounter on the journey.

▶ persevering and developing growth mindset that will empower our students to be the effective, future leaders.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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

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

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

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

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

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

- City Year New York

We also have an affiliation with Cypress Hills Organization to support the Ready Readers Program for Second Graders through a grant.

We have a partnership with the St. John's University Student Teacher Program.

P.S. 108K Accomplishments:

- Principal Hahn served as a NYC Master Principal for the 2017-18 SY
Top scores for NYS ELA in District 19. Ranked 2nd for NYS Mathematics scores in District 19.

P.S. 108K participates in New Teacher Center (NTC) to support new teachers.

P.S. 108K was awarded first place in the 2017-18 District 19 STEM-Lympics for Mouse Trap for Speed and second place for density.

P.S. 108K's sculpture entitled, "Taking Direct Action" exhibits Principle Five of Martin Luther King Jr.'s "Six Principles Avoid Internal Violence of the Spirit as Well as External Physical Violence" and Step Five: Direct Action from his "Six Steps of Non violence" was selected to be displayed in the Mayor of Albany's office.

New York State Reward School 2015-16 SY

Respect for All Award School 2015-16 SY, 2016-17 SY, and 2017-18 SY.

Arts Enrichment Program--Visual, Dance, Theater and Music

P.S. 108K uses video to capture best practices to share with colleagues. We also use video as a professional learning tool. It provides teachers with the opportunity to self-reflect and it provides colleagues the opportunity to provide actionable feedback and to offer support.

5th graders exceeded the city and state average for NYS ELA and NYS Mathematics.

P.S. 108K's lesson study practice is featured online on the New York City Department of Education (NYCDOE) website “Support for Advance Implementation 2014-15” as an effective tool for professional learning.

EngageNY and New York City (NYC) Office of Teacher Effectiveness have filmed several of our teachers to capture effective and highly effective teaching practices.

5th Grade Teacher Featured on Engage NY regarding best practices in mathematics

Two teachers from PS 108K were chosen by the University of the State of New York (USNY) Regents Research follows program as "Pro CCLS Debaters" to represent NYCDOE in a broadcast debate, “Should Schools Embrace the CCLS” by Intelligent Squared. Carmel Martin, Executive Vice President for Policy at American Progress and Michael Petrilli.

Well-Developed in all areas on 2015 Quality Review.

National Board Certified Teacher on staff.

Paraprofessional awarded the UFT D19K Paraprofessional Award

Two UFT Teacher Center Staff Developers on Staff

One Universal Literacy Coach on Staff

3. Describe any special student populations and what their specific needs are.

PS 108 has English Language Learners and Students with Disabilities subgroups on each grade level.

In literacy, students with disabilities typically struggle in reading grade-level text due to text complexity and rich vocabulary. Some struggle with decoding and retaining sight-word vocabulary. Those who have stronger word-attack strategies struggle with applying comprehension strategies in order to make meaning from text. Additionally, making claims and defending claims using text-based evidence may be a challenge.

English Language Learners have specific needs regarding language development, both orally and written, as well as vocabulary development. Additionally, many Newcomers do not have a strong foundation in their native language, which is a barrier to becoming strong in language 2--English.

In mathematics, English Language Learners do not have the basic foundational concepts that are required to have access to grade level standards. Newcomers typically do not attend school as it is structured in the United States and thus have not been exposed to the grade-level curriculum.

Students with disabilities have difficulty solving multi-step word problems and are unable to determine which operation to use. Students tend to circle numbers in a word problem and then randomly choose an operation to solve without deep understanding of what the word problem is asking them to do. Both subgroups struggle with mathematical fluency.
4. Identify 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.

<table>
<thead>
<tr>
<th>Most progress: Rigorous instruction, supportive environment, collaborative teachers and effective school leadership. Our progress in the percentage of students making promotional criteria according to the 2018 NYS ELA and NYS Mathematics Assessment is a reflection of our level of rigorous instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the 2018 NYS ELA Met and Not Met Promotional Criteria, we have made progress.</td>
</tr>
<tr>
<td>- 93% of students in grades 3, 4, and 5 met promotional criteria as compared to 87% in 2017.</td>
</tr>
<tr>
<td>- 85% of Students with Disabilities met promotional criteria as compared to 70% in 2017.</td>
</tr>
<tr>
<td>- 76% of English Language Learners met promotional criteria as compared to 57% in 2017.</td>
</tr>
<tr>
<td>Based on the 2018 Mathematics Assessment Met and Not Met Promotional Criteria, we have made progress.</td>
</tr>
<tr>
<td>- 93% of students in grades 3, 4 and 5 met promotional criteria as compared to 89% in 2017.</td>
</tr>
<tr>
<td>- 91% of Students with Disabilities met promotional criteria as compared to 85% in 2017.</td>
</tr>
<tr>
<td>- 75% of English Language Learners met promotional criteria as compared to 69% in 2017.</td>
</tr>
</tbody>
</table>

**Area of Focus: Strong Family Community Ties:** Families are invited to participate in their children's classrooms, attend events/activities. However, some families do not take advantage of the opportunities, so Parent Coordinator, social workers, guidance counselor, Director of Student Services, teachers, and administration will seek other ways to motivate families to attend such as use of raffles, parent/guardian activities and other incentives.
## School Demographics and Accountability Snapshot for 19K108

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>English Language Learner Programs (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
<td>999</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Transitional Bilingual
- N/A

### Dual Language
- YES

### Self-Contained English as a Second Language
- N/A

### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td>31</td>
<td>121</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>30</td>
<td>123</td>
</tr>
</tbody>
</table>

### Types and Number of Special Classes (2018-19)
- 4 Special Arts
- 4 Music
- 4 Drama
- 4 Dance

### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Free Lunch</th>
<th>% Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.0%</td>
<td>80.0%</td>
<td>11.6%</td>
</tr>
</tbody>
</table>

### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4%</td>
<td>11.2%</td>
<td>8.0%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

### Years Principal Assigned to School (2018-19)
- 15,26

### % of Teachers with No Valid Teaching Certificate
- 0%

### % Teaching with Fewer Than 3 Years of Experience
- 20%

### Average Teacher Absences (2014-15)
- 10.7

### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.1%</td>
<td>53.4%</td>
</tr>
</tbody>
</table>

### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- 86%

### ELA Performance at levels 3 & 4 (2017-18)
- N/A

### Global History Performance at levels 3 & 4 (2016-17)
- N/A

### 4 Year Graduation Rate (2011 Cohort)
- N/A

### Regents Diploma w/ Advanced Designation (2015-16)
- N/A

### Student Performance for High Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>No Recognition</th>
<th>N/A</th>
</tr>
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<table>
<thead>
<tr>
<th>In Good Standing</th>
<th>Yes</th>
<th>Local Assistance Plan</th>
<th>No</th>
</tr>
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<table>
<thead>
<tr>
<th>Focus District</th>
<th>Yes</th>
<th>Focus School Identified by a Focus District</th>
<th>No</th>
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</thead>
</table>

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
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<tbody>
<tr>
<td>YES</td>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>White</th>
<th>Multi-Racial</th>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
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<tbody>
<tr>
<td>NO</td>
<td>YES</td>
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## 2018-19 CEP

13
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

Based on the 2017 New York State ELA results:

- 47.7% of our 3rd grade students scored at a Level 3 or 4 on the New York State (NYS) English Language Arts (ELA) Assessment, which is a 10% increase from 2015-16 SY.
- 46.8% of our 4th grade students scored at Level 3 or 4 on the NYS ELA Assessment, which is a 7.1% increase from the 2015-16 SY.
- 49.0% of our 5th grade students scored at a Level 3 or 4 on the NYS ELA Assessment, which is a 7.3% decrease from the 2015-16 SY.
- Overall, grades 3, 4 and 5 increased levels 3 and 4 by 3.7%.
- 47.9% of our students achieved a level 3 or 4 on the NYS ELA Assessment, as compared to 40.6% of students city-wide and 39.8% of the students state-wide and 36.9% district wide.
- The percentage of ELL students that scored at levels 3 and 4 on the 2016-2017 New York State ELA Assessment is 5.1% which is a 5.7% decrease.
- The percentage of SWD students that scored at levels 3 and 4 on the 2016-2017 New York State ELA Assessment is 22.3%, which is an 8.0% increase.

Based on the 2017 New York State Mathematics results:

- 45.5% of our third grade students scored at Levels 3 or 4, which is 19.5% increase from the 2016 results.
- 43.9% of our fourth grade students scored at Levels 3 or 4, which is a 0.2% increase
- 44.1% of our fifth grade students scored at Levels 3 or 4, which is a 14.4% decrease from 2016.
- Overall, the level of 3s and 4s increased by 1.8% from 2016 to 2017 for students in grades 3, 4 and 5, as measured by the NYS Mathematics Assessment.

Based on the 2018 NYS ELA Met and Not Met Promotional Criteria, we have made progress.

- 93% of students in grades 3, 4, and 5 met promotional criteria.
- 85% of Students with Disabilities met promotional criteria.
- 76% of English Language Learners met promotional criteria.
Based on the 2018 Mathematics Assessment Met and Not Met Promotional Criteria, we have made progress.

- 93% of students in grades 3, 4 and 5 met promotional criteria.
- 91% of Students with Disabilities met promotional criteria.
- 75% of English Language Learners met promotional criteria.

Upon analysis, the majority of English Language Learners who did not meet promotional criteria in math have been in the United States for less than a year. Many of these students did not attend school as structured in the U.S. Thus, even though these students take the assessment in their Native Language, they lack the grade-level math skills in order to access grade-level content.

Our schools strengths and needs are as follows:

**Strengths:**

- According to the 2014-15 Quality Review, P.S. 108K’s "curricula ensures challenging tasks and rigorous habits for all students are aligned to Common Core Learning Standards and/or content standards and strategically integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data."
- P.S. 108K has developed coherency in the curriculum maps using a careful blending of Engage NY texts, other rich, complex texts and/or selected texts from Ready Gen that strategically integrate the instructional shifts across grade bands, K-2 and 3-5. After an in depth-analysis of student work, pre-assessments, running records and summative data, teacher teams made revisions of writing prompts to support the writing process across subjects. Curriculum maps were adjusted to reflect alignment to Common Core Learning Standards, teaching points, questions and assessments and included differentiation for SWDs and ELLs. Lesson plans reflect integration of higher-order questions using Depth of Knowledge and Hess Matrix.
- Strong teacher collaboration has resulted in lesson studies and instructional rounds on how to address gaps in learning for all students in literacy and mathematics.
- According to the 2014-15 Quality Review, "a positive school culture that supports all members is maintained as leadership communicates excellence in instruction and communicates high expectations. Families are partners and are kept abreast of student progress on a consistent basis.

**Priority Needs:**

- We also have a diverse staff. Many of our teachers consistently receive Effective and Highly Effective ratings. However, we also have non-tenured teachers, many of whom are 1st or 2nd year teachers. Many of the new and non-tenured teachers are in grades K-2. To meet the needs of teachers with such a wide variety of pedagogical skills, we have developed a very comprehensive professional learning program, which includes the support of staff developers/mentors.
- To build the early literacy skills of our K-2 students.
- To develop a deep understanding of the math progressions, mathematical practices, the 5 practices of mathematics and shifts in mathematics
- To improve mathematical fluency in all grades
- To continue to provide professional-learning opportunities pertaining to Specially Designed Instruction for SWDs.
- To expand Specially Designed Instruction for English Language Learners.
Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Goal 1: Rigorous Instruction:

By June 2019, levels 2, 3 and 4 will increase by 10% for all students in ELA and Mathematics, including SWDs and ELLs, as measured by Fountas and Pinnell, Lexile and Mathematics’ Post Assessment scores collectively.
### Evidence-based Instructional Programs:

- Comprehensive literacy including read alouds, shared/close reading, guided reading and independent reading.
- System 44
- READ 180
- iREAD
- Fundations
- LLI
- Great LEAPS
- My Sidewalks
- Engage NY math modules
- Math 180
- FASTT math

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students including ELLs, SWDs, SIFE, students, and overage students</td>
<td>Sept. 2018-June 2019</td>
<td>Administrators, UFT Teacher Center Staff developers, Data specialists, Grade leaders, AIS/RTI coordinator, ENL teachers, SETSS teacher, IEP Teacher, Teachers</td>
</tr>
</tbody>
</table>
### Professional development:

- Staff developers and/or mentors assigned to all teachers
- Intervisitations
- Demonstration lessons
- Co-teaching
- Cycle of free feedback
- UFT workshops, including CTLE hours and on site support
- Brooklyn North workshops and on site support
- NYC DOE workshops
- Lesson studies and/or instructional rounds
- Teacher teams
- Literacy consultant
- Collaborative planning
- Surveys

### Systems and structures:

- Scheduling for collaborative planning time

<table>
<thead>
<tr>
<th>Consultants</th>
<th>Paraprofessionals</th>
<th>City Year</th>
<th>Universal Literacy Coach</th>
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<td>ENL teachers</td>
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</tbody>
</table>
--Scheduling for professional learning opportunities on site and off site

--Collection, analysis, and monitoring of individual student data, class data, grade data, school data, SWD data and ELL data.

--Revisions of curricular and professional learning opportunities based on data

--Sharing of data for transparency and capacity building

--Actionable feedback from staff developers, literacy consultant and administration

--Daily cabinet meetings to ensure open conversations on teacher development based on student outcomes

--Extended Day and Saturday Academy, pending funding

--Creation of grade-wide assessments

SETSS teacher

IEP Teacher

Teachers

Consultants

Paraprofessionals

City Year

Universal Literacy Coach
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

P.S. 108K will engage families through workshops and Family Fridays to support their understanding of Rigorous Instruction and the Common Core, in order to support their children at home. In an effort to increase parent involvement and engagement in the area of providing and promoting rigorous instruction, we ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.

We will provide training/workshops in English and Spanish to help parents work with their children to improve their achievement level, e.g., literacy, and math, understand city, state and federal standards and assessments and share information about school and parent related programs, meetings and other activities.
We will utilize the Tuesday Parent Engagement block to reach out to parents and guardians to meet face to face for the parents/guardians, with individual or groups of parents or guardians, conduct telephone conversations, correspond with parents or guardians in writing through letters, emails, and/or grade level newsletters. This provides the school staff to share information about student progress, the school’s educational program and other initiatives of the Chancellor. We provide opportunities for parents to help them understand the accountability system, e.g., CCLS assessment expectations, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report and allow parents to provide suggestions during PTA and School Leadership Meetings.

All parents/guardians will be invited into the classroom on a monthly basis during Family Fridays or during Tuesday afternoon clubs to provide parents an opportunity to actively participate in their child’s classroom and see the common core in action.

We will also distribute awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.

Our dance teachers create original performances for our students to perform during PTA meetings at least three times a year to increase parental attendance. Our dance teachers select a diverse group of students as the cast.

These family engagement activities begin in September 2018 and continue through June 2019. The following personnel are responsible for implementation and oversight:

Administrators

UFT Teacher Center Staff developers

Data specialists

Grade leaders

RTI/AIS coordinator

ENL teachers
SETSS teacher

IEP Teacher

Teachers

Guidance Counselor

Director of Student Services

Social Workers

Parent Coordinator

School Leadership Team

School Psychologists

Universal Literacy Coach
Part 4 – Budget and Resource Alignment

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

Our budget reflects our philosophy that professional learning drives effective instruction. We have budgeted for 2 UFTTC staff developers who provide job-embedded professional learning, demonstration lessons, lesson planning, data analysis, inter-visitations, lesson studies and mentoring for all teachers to improve teacher practice and student performance. We budget one technology coordinator, and one Response To Intervention (RTI) coordinator that support the data process and RTI. We have also hired an outside consultant to provide professional development in literacy to all pedagogical staff. These professional learning opportunities promote differentiation of instruction and
identifying multiple entry points to ensure the needs of all learners are met. Our budget is also adjusted to provide opportunities for staff and administrators to attend network conferences, citywide and state conferences, such as Everyone Reads and Engage NY Network Team Institute (NTI.)

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

We also will be using per session funds to enable teachers to collaboratively plan curriculum maps and units of study for the 2018-19 school year. Our schedules allow for weekly common preps for teachers at all grade levels and subject areas. Teachers use these common preps to attend professional learning sessions based on student data, student work analysis, and trends found from informal and formal observations.

Budgetary funds are used to purchase guided reading books A - Z in both fiction and non-fiction to address the instructional shifts and the HMH Read 180/System 44, iRead to support literacy at the students’ current levels. Budgetary funds are also used to purchase Math180, Do the Math, FASTT math and Eureka Math modules to support all types of learners. Funds are used for Extended Day Programs for students in grades 2-5, Saturday Academy for students in grades 3, 4, and 5, English Language Learners (ELL) Extended Day program 2-5 and for City Year Program.

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

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

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

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

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

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Part 5 – Progress Monitoring

2018-19 CEP
<table>
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<tr>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>By February 2019, at least 45% of all students in grades K-5 will make 3-5 months progress and/or reach Level 3 according to the Fountas and Pinnell text gradient and/or move up 36-60 points in Lexile scores on RI assessment.</td>
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</tbody>
</table>

By February 2019, at least 45% of all students in grades K-5 will move up one level and/or reach level 3, within a cluster specific to the grade, as measured by the Beginning and Middle Benchmark Interim Assessments, which is aligned with the CCLS for their grade level.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
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<tr>
<td>Fountas and Pinnell Independent Levels</td>
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<tr>
<td>Reading Inventory/Lexile Assessment</td>
</tr>
<tr>
<td>Beginning of the Year and Middle of the Year Math Interim Assessments</td>
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</table>

| Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
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</table>

1. In 2018 P.S. 108K conducted a comprehensive assessment of circumstances/data that influence our schools focus of establishing a classroom and school culture where students feel safe and supported allowing them to thrive academically.

Needs Assessment:

- Attendance Rate: 92.1%
- Economically Disadvantage: 100%
- Students in Temporary Housing: 15.6%
- Free Lunch: 70.8%
- Title 1: 88.2%
- ELL Population: 13.7%
- SWD Population: 23%
- Hispanic Population: 78%
- Black: 11.3%
- Counseling for mandated and at-risk students
- Fitness Gram - 4th and 5th Grade students with a high Body Mass Index (BMI:)

Strengths:

The following personnel, programs, and extra curricular activities had a positive impact on our students:

- School Guidance Counsel and Director of Student Affairs deliver all Respect for All Lesson and Child Abuse awareness lessons for all Students in P.S. 108K.
- Guidance counselor, school social workers and school psychologist are bilingual
- Attendance and Crisis Committees: meet regularly to create action plans as needed
- Ready Readers will be offered to all 2nd grade students in the 2017/18 school year.
- The City Year program will focus on attendance and the social and emotional needs of the students by implementing the following programs:
  - Attendance: Check In Check Out System of weekly goal setting to monitor student attendance
  - Social/Emotional: Morning Greeting/Motivational Chants/Songs
Leadership Club: Lunch time activities that address goal directed behaviors, social awareness, self-awareness, self-improvement, personal responsibility, optimistic thinking
After School Program: One hour of academics example: homework help. One hour enrichment clubs example: building self-esteem, creativity, sportsmanship, self care.

- My Brother’s Keeper and Girl Empowerment Movement - This initiative provides at-risk youth with opportunities to connect young people with mentoring, support networks and skills needed to function in society.
- Respect For All Lunch Club- Provides students with counseling
- Dancewave - Provides students with a creative outlet through dance instruction
- Theater/Dance After School Program- Builds self-esteem and character through participation in musical theater
- Coding Club- Teaches students technology skills needed to be successful inside and outside of the classroom
- Zumba Club for group of diverse students
- Participate in Science Stem-Lympics

2. Priority Needs:

- Some students enter the school building upset.
- Some students have limited experiences outside of school
- Families of students, who are above grade-level, request enrichment clubs for their children during school
- Some students are at-risk for health issues related to obesity, according to Fitnessgram

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 2: Supportive Environment:

By June 2019, 85% of students will answer strongly agree and/or agree on the questions that pertain to social and emotional well-being, academic self-monitoring and student voice on the student surveys for grades K-5.
### Evidence Based Instructional Programs:

- **Respect for All Lessons** for all K-5 students in P.S. 108K
- **Ready Readers Program** for Second Graders
- **PBIS - PS 108K Rocks**
- **The City Year Program**, which focuses on **attendance** and the **social and emotional** needs of the students by implementing the following progress - **Attendance:** Check In Check Out System of weekly goal setting to monitor student attendance - **Social/Emotional:** Morning Greeting/Motivational Chants/Songs, Leadership Club-Lunch time activities that address goal directed behaviors, social awareness, self-awareness self-improvement, personal responsibility, optimistic thinking After School Program: One hour of academics example: homework help One hour enrichment clubs example: building self-esteem, creativity, sportsmanship, self-care
- **Mood Meter** - students tracking how they feel at the beginning of the day and throughout as necessary
- **My Brother's Keeper** - This initiative provides at-risk youth with opportunities to connect young people with mentoring, support networks and skills needed to function in society.
- **Respect For All Lunch Club** - Provides students with counseling
- **Dancewave** - Provides students with a creative outlet through dance instruction
- **Theater/Dance After School Program** - Builds self-esteem and character through participation in musical theater
- **Coding Club** - an enrichment group for above grade level students and group that includes ELLS and SWDs
- **Zumba Club** - Friday afternoons
- **Science Stem-Lympics Club** - students collaboratively create Stem-Lympics projects
- **Wellness Committee** - Health and nutrition newsletter/parent workshops.

### Target Group(s) Who will be targeted?

- **All students** K-5 including English Language Learners (ELL), Students With Disabilities (SWD), Students With Interrupted Formal Education (SIFE) students, and over-age students

### Implementation Schedule

- September 2018 - June 2019

### Roles

- Administrators
- Staff developers
- Data specialists
- Grade leaders
- RTI/AIS coordinator
- ENL teachers
- SETSS teacher
- IEP teacher
- Guidance
- Counselors
- Physical Education - Mighty Milers Club - 3rd grade
- Fitness Gram - Grades K-5; 4th and 5th grade includes PE activities.
- FitBits - Grades Pre-K - 5
- Physical Education Department will conduct parent workshops 3 times a year and send a monthly newsletter including physical activities, health and nutrition information
- Peer mediation by guidance counselor
- One on one meetings with parents/guardians
- Providing families with outside resources
- Student Government elections for grades 4-5
- Student Government representatives presenting a decision for a monthly student choice
<table>
<thead>
<tr>
<th>Wellness Committee</th>
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<tbody>
<tr>
<td>PTA President</td>
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<tr>
<td>Student Government</td>
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</table>
P.S. 108K utilizes strategies to address the needs of Students With Disabilities (SWD), English Language Learners (ELL), and other high-need student subgroups.

In order to bridge the gap for targeted groups of students, Students With Interrupted Formal Education (SIFE), ELLs, and SWDs, targeting their social and emotional needs, P.S. 108K...

| All students - including English Language Learners (ELL), Students With Disabilities (SWD), Students With | September 2018-June 2019 | Administrators |
| UFT Teacher Center Staff developers |
provides the following programs and extracurricular activities:

- School Guidance Counselor and Director of Student Affairs deliver all Respect for All Lesson for all Students in P.S. 108K.
- Guidance counselor and School Social Worker are bilingual and provide counseling for our ELL students.
- The City Year program will focus on (SIFE), ELLs, and SWDs, (as they work closely with them in class and in the after school program).
- Coding Club - including all diverse learners and will build communication skills and strong friendships.
- My Brother's Keeper - This initiative addresses the social-emotional needs of our at-risk youth (male).
- Dancewave - for diverse learners
- Theater/Dance After School Program - SIFE, SWD, and ELL students in 3, 4, and 5th grade.
- Science Stem-Lympics - SIFE, SWD, and ELL students in 3, 4, and 5th grade.
- Physical Education - Mighty Milers Club - 3rd grade
- Fitness Gram - Grades K-5, 4th and 5th grade includes PE activities.
- FitBits- Grades Pre-K - 5
- Physical Education Department will conduct parent workshops 3 times a year and send a monthly newsletter including physical activities, health and nutrition information

<table>
<thead>
<tr>
<th>Interrupted Formal Education (SIFE) students, and over-age students</th>
<th>Data specialists</th>
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<td></td>
<td>Grade leaders</td>
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<td></td>
<td>RTI/AIS coordinator</td>
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<td></td>
<td>ENL teachers</td>
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<td>SETSS teacher</td>
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<td>IEP teacher</td>
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<td>Teachers</td>
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<td>Guidance Counselor</td>
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<td>Director of students Affairs</td>
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<td>Social Worker</td>
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<td>Parent Coordinator</td>
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<td>School Psychologist</td>
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<td>Physical Education Teachers</td>
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<td>Wellness Committee</td>
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<tr>
<td>PTA President</td>
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<tr>
<td>Student Government</td>
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</table>
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

P.S. 108K engages families to support their understanding of the **Framework for Great Schools–Supportive Environment** in order to assist their children at home.

In an effort to increase parent involvement and engagement in the area of providing and promoting a supportive environment, we ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.

We provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children and foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.

We utilize the Tuesday Parent Engagement block to reach out to parents and guardians to meet face to face with individual or groups of parents or guardians, conduct telephone conversations, correspond with parents or guardians in writing through letters, emails, and/or grade level newsletters. This provides the school staff to share information about student progress, the school’s educational program, the child’s social-emotional well-being and other initiatives of the Chancellor.
Parents or guardians are invited to grade performances, student performances in plays etc., award ceremonies and filed trips in order to celebrate the child's accomplishments and social-emotional growth. We also distribute awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.

All parents/guardians will be invited into the classroom on a monthly basis during Family Fridays or during Tuesday afternoon clubs to provide parents an opportunity to actively participate in their child's classroom and see the common core in action.

We provide training/workshops in English and Spanish to help parents work with their children by giving them strategies and coping mechanisms to use when confronted with stressful situations. These workshops are also used to share information about school and parent related programs, meetings and other activities.

**Part 4 – Budget and Resource Alignment**

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

Our budget reflects our philosophy that professional learning drives effective instruction. We have budgeted for 2 UFTTC staff developers who provide job-embedded professional learning including CTLE hours, demonstration lessons, lesson planning, data analysis, inter-visitations, lesson studies and mentoring for all teachers to improve teacher practice and student performance. We budget one technology coordinator, and one Response To Intervention (RTI) coordinator that supports the data process and RTI. These professional learning opportunities promote differentiation of instruction and identifying multiple entry points to ensure the needs of all learners are met. Our budget is also adjusted to provide opportunities for staff and administrators to attend network conferences, citywide and state conferences, such as Everyone Reads and Engage NY Network Team Institute (NTI.)

Three teachers on staff were trained in PBIS and will be implementing PS 108K ROCKS school wide to promote school rules as well as social and emotional self monitoring.

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

We also will be using per session funds to enable teachers to collaboratively plan curriculum maps and lesson study for the 2018-19 school year. Our schedules allow for weekly common preps for teachers at all grade levels and subject areas. Teachers use these common preps to attend professional learning sessions based on student data, student work analysis, and trends found from informal and formal observations.

Budgetary funds are used to purchase guided reading books A - Z in both fiction and non-fiction to address the instructional shifts and the HMH Read 180/System 44, iRead to support literacy at the students’ current levels. Budgetary funds are also used to purchase Math180, Do the Math, FASTT math, Eureka Math Modules to support all types of learners. Funds are used for Extended Day Programs for students in grades 2-5, Saturday Academy for students in grades 3, 4, and 5, English Language Learners (ELL) Extended Day program 2-5.
At P.S. 108, we value technology and as a result we appealed to the local politicians and were awarded a Resolution-A grant. Over the years this grant allowed us to provide all classrooms with smart boards, document cameras and computers.

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

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

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

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

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

Part 5 – Progress Monitoring

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

By February 2019, 65% of students will answer strongly agree and/or agree on the questions that pertain to social and emotional well-being, academic self-monitoring and student voice on the student surveys for grades K-5.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

| Number of peer mediations conducted by guidance counselor |
| Mood Meter |
| PBIS |
| Student surveys |

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

Based on the 2017 New York State ELA results:

- 47.7% of our 3rd grade students scored at a Level 3 or 4 on the New York State (NYS) English Language Arts (ELA) Assessment, which is a 10% increase from 2015-16 SY.
- 46.8% of our 4th grade students scored at Level 3 or 4 on the NYS ELA Assessment, which is a 7.1% increase from the 2015-16 SY.
- 49.0% of our 5th grade students scored at a Level 3 or 4 on the NYS ELA Assessment, which is a 7.3% decrease from the 2015-16 SY.
- Overall, grades 3, 4 and 5 increased levels 3 and 4 by 3.7%.
- 47.9% of our students achieved a level 3 or 4 on the NYS ELA Assessment, as compared to 40.6% of students city-wide and 39.8% of the students state-wide and 36.9% district wide.
- The percentage of ELL students that scored at levels 3 and 4 on the 2016-2017 New York State ELA Assessment is 5.1% which is a 5.7% decrease.
- The percentage of SWD students that scored at levels 3 and 4 on the 2016-2017 New York State ELA Assessment is 22.3%, which is an 8.0% increase.

Based on the 2017 New York State Mathematics results:

- 45.5% of our third grade students scored at Levels 3 or 4, which is 19.5% increase from the 2016 results.
- 43.9% of our fourth grade students scored at Levels 3 or 4, which is a 0.2% increase
- 44.1% of our fifth grade students scored at Levels 3 or 4, which is a 14.4% decrease from 2016.
- Overall, the level of 3s and 4s increased by 1.8% from 2016 to 2017 for students in grades 3, 4 and 5, as measured by the NYS Mathematics Assessment.

Based on the 2018 NYS ELA Met and Not Met Promotional Criteria, we have made progress.
- 93% of students in grades 3, 4, and 5 met promotional criteria.
- 85% of Students with Disabilities met promotional criteria
- 76% of English Language Learners met promotional criteria.

Based on the 2018 Mathematics Assessment Met and Not Met Promotional Criteria, we have made progress.

- 93% of students in grades 3, 4 and 5 met promotional criteria.
- 91% of Students with Disabilities met promotional criteria
- 75% of English Language Learners met promotional criteria.

Upon analysis, the majority of English Language Learners who did not meet promotional criteria in math have been in the United States for less than a year. Many of these students did not attend school as structured in the U.S. Thus, even though these students take the assessment in their Native Language, they lack the grade-level math skills in order to access grade-level content.

Our schools strengths and needs are as follows:

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

  All teachers meet in vertical and horizontal teams using an inquiry approach to improve classroom practice. The Dual Language (DL) teacher team reviewed student writing and initiated adjustments to instructional practice using the ENL Writing Progressions and Universal Design for Learning (UDL) approach. The SWD Teacher Team sets goals in ELA and mathematics based upon the gaps between the general education and students with disabilities based on data from the NYS ELA and mathematics using the item analysis tool.

  Teacher teams utilize various protocols for “looking at student work” and all teachers select and follow roles during the team meetings. The analysis of student work includes pre-assessment, desired student thinking, what students need to know, implications for instruction and post-assessments. Based on data analysis, teachers discuss the gaps in student learning and implications for instruction for each level of students. For example, embedding Do The Math! fluency (which incorporates math games, whiteboard technology and manipulatives) lessons to support fluency in grades K-3 based upon the analysis of fluency data.

  All teachers engage in professional learning through lesson study or instructional rounds. The lessons initiate from data and the instructional practices identified as crucial to student progress during the inquiry cycles. Teachers select a focus based on data and then research the topic identified as area of need for the lesson study. Lessons are developed collaboratively and are taught, observed, analyzed, rewritten and re-taught. In a fourth grade lesson study, teachers found a problem of practice was the current 4th grade students demonstrated a gap in understanding of non-fiction due to the lack of prior knowledge on a subject area but if they analyzed the photographs before reading it would activate their schema. Teachers researched the Synectics Model to aide in comprehension of non-fiction texts. Teachers commented that lesson study allowed colleagues to identify and employ specific instructional strategies that meet the needs of all learners. They will continue to use this strategy to access non-fiction texts next year.

- **Priority Needs:** PS 108K has a diverse group of teachers, ranging from new (non tenured), transferring from struggling schools, and with TIPS through highly effective and effective. In an attempt to close the gap in student learning, teacher effectiveness and pedagogical skills, so that all teachers can contribute equally when collaborating and planning, we will provide differentiated professional learning opportunities to build the capacity of teachers.
## Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

### Goal 3: Collaborative Teachers:

By June 2019, classroom teachers will engage in two lesson studies (1 in ELA and 1 in mathematics) and specialty teachers will conduct 2 lesson studies in their content area using data to drive their inquiry, which will result in a 10% increase of levels 2, 3 and 4, as measured by the pre and post results.
### Part 3a – Action Plan

#### 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:

- Evidence-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).

#### Target Group(s)
Who will be targeted?

<table>
<thead>
<tr>
<th>Evidence-based Instructional Programs:</th>
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<tbody>
<tr>
<td>- i3 New Teacher Center Mentor Program</td>
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<tr>
<td>- UFT Teacher Center Coaches/Staff Developers</td>
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<tr>
<td>- Brooklyn North</td>
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<tr>
<td>- Data at P.S. 108K is transparent and is collected in pre-set benchmarks. The data is analyzed by grade, class and subgroups (SWD, ENL, ...) and implications for instruction, based on the analysis, are collaboratively discussed. Some evidence based programs utilized are: Read 180 System 44, iRead, Fountas &amp; Pinnell, Writing Progressions, Beginning, Middle, and End of Year math assessment created from Eureka math curriculum, and pre/post unit assessments in mathematics, science and social studies.</td>
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<tr>
<td>- Data from these evidence based instructional programs such as RI/MI/PI are analyzed by the cabinet, data specialists and teachers. It is used to set goals, drive instruction and choose the content focus of lesson study and instructional round topics.</td>
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<th>Evidence Based Instructional Programs:</th>
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<tr>
<td>- English Language Learners (ELL,)</td>
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<tr>
<td>- Students With Disabilities (SWD,)</td>
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<td>- Students With Interrupted Formal Education (SIFE) students, and over age students</td>
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#### Timeline
What is the start and end date?

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<th>Evidence Based Instructional Programs:</th>
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<td>- September 2018-June 2019</td>
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#### Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

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<th>Evidence Based Instructional Programs:</th>
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<tr>
<td>- Administrators</td>
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<tr>
<td>- Staff developers</td>
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<tr>
<td>- Data specialists</td>
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<td>- Grade leaders</td>
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<tr>
<td>- AIS coordinator</td>
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<td>- ENL teachers</td>
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<td>- SETSSS teacher</td>
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<td>- IEP Teacher</td>
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<td>- Teachers</td>
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P.S. 108K will provide professional learning, analysis of data, analysis of student work by teachers through protocol, and research strategies to implement lesson study/instructional rounds to impact student achievement and teacher practice.

#### Professional Development:

P.S. 108K provides Professional Learning for the staff in all curriculum areas to ensure the implementation of the Common Core Learning Standards (CCLS) and the instructional shifts both horizontally and vertically. New teachers are provided a mentor/coach to support them through modeling, co-teaching,
inter-visitations, conferencing, lesson planning and collaboration.

Professional learning opportunities regarding lesson study protocol and how to embed best teaching practices will be ongoing.

Lesson Study -

- Lesson study is a professional development process in which teachers jointly plan, observe, analyze and refine classroom lessons facilitated by a staff developer and overseen by an administrator. The main objective of a lesson study is to collaboratively improve practice and student achievement. The focus of a lesson study is on the instructional strategies that are implemented in a classroom and how they support student learning. Teachers carefully analyzing how students respond to a lesson, focusing on student learning and engagement.

- Lesson study provides the opportunity for a group of teachers to deeply examine their practice to increase student achievement by jointly planning a single lesson around a selected instructional strategy based on data and student work analysis. As part of the process, a team member teaches the lesson while colleagues observe and take notes. The team then reflects on and refines the lesson together, before repeating the cycle using the revised lesson plan with another teacher’s class. Using protocol teachers discuss how effectively the lesson supported each teacher’s students, the team examines how they can revise and incorporate the strategy into daily practices to maximize student learning.

Lesson Study Protocol:

1. Analyzing data and looking at Student Work Protocol
2. Form a team and create a time line
3. Identify the goal for the lesson study group based on data
4. Identify research based strategies

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<tr>
<th>Consultants</th>
<th>Paraprofessionals</th>
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<tr>
<td>All students including English Language Learners (ELL), Students With Disabilities (SWD), Students With Interrupted Formal Education (SIFE), students, and over age students</td>
<td>September 2018 June 2019</td>
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<tr>
<td>Administrators</td>
<td>Staff developers</td>
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<td>Data specialists</td>
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2018-19 CEP
5. Collaboratively design the lesson

6. Teach and Observe

7. Debrief using protocol and revise

8. Re-teaching, revising and reflecting

Instructional Rounds:

- “Instructional rounds are a disciplined way for educators to work together to improve instruction” (City, Elmore, Fiarman, & Teitel, 2009). The practice combines three common elements of improvement: classroom observation, an improvement strategy, and a network of educators. Educators adapt rounds to their purpose and context based on student data and analysis of student work.

- The practice looks the same and relies heavily on protocol: a group of colleagues will meet together over time following protocol, they define a problem of practice, and research an improvement strategy; you collaboratively create a mini lesson; you visit classrooms in small groups; you debrief after the observation; you identify next levels of work and build the group’s relevant knowledge and skills; and you repeat this process which is facilitated by a staff developer and overseen by an administrator.

**PS 108K Rounds Inquiry Process:**

1- Data Core (cabinet) analyze data from assessments

2- Teacher Teams analyze the data by grade, class, and subgroup

3- Analysis of Student Work Protocol

4- Consensus of Problem of Practice

5- Research Strategies for problem of Practice

6- Create the mini lesson and "Teacher Round Focus Questions as a grade. All teachers teach the lesson in their classroom.
7- Observe lesson in 1 classroom and choose a group of students to observe strategy being utilized and question students (based on problem of practice)

8- Impact and Reflection: Discuss lesson findings and the result in student work using analysis of student work protocol.

**Systems and Structures:**

Teacher teams will systematically analyze key elements of teacher work including classroom practice, assessment data, and student work, resulting in shared improvements in teacher practice and mastery of goals for groups of students. Teams of teachers will meet several times a week. P.S. 108K will conduct grade-wide teacher teams, science teacher teams, the arts teacher team, and physical education (P.E.) teacher team and ELL Teacher Team. These teams will engage in inquiry-based structure, professional collaborations, such as lesson study, that have strengthened teacher instructional capacity and promoted the implementation of CCLS, resulting in school-wide instructional coherence and increased student achievement for all learners. Students With Disabilities (SWD) teacher teams and English Language Learners (ELL) teacher teams will meet with upper grades and lower grades bi-weekly.

Distributed leadership structures will be embedded so that there is effective teacher leadership by lead teachers and staff developers with the teachers playing an integral role in key decisions and lesson planning that affect student learning across the school. Members of the School Leadership Team (SLT) teacher leaders, members of the Professional Learning Committee, the school consultation team, and members of the Measures of Student Learning (MOSL) committee are key staff members who will turn-key and /or provide professional learning opportunities to the staff. Teacher leaders will be the facilitators of their specific teacher teams. These teachers will set the agendas for their teams. Roles and responsibilities are assigned to other teachers on the teams.

Our teams of teachers will meet regularly to reflect and revise curriculum maps, which are aligned with the CCLS, analyze student work in order to identify current student thinking vs. desired student thinking, and then design units / lessons that include Universal Design for Learning (UDL) and differentiation for groups of students to meet the needs of all students, including above grade level. These teams of teachers will work
collaboratively by grade and share vertically. This practice ensures coherence throughout the grades.

All students including English Language Learners (ELL), Students With Disabilities (SWD), Students With Interrupted Formal Education (SIFE) students, and over age students.

September 2018 June 2019
| Administrators | Staff developers | Data specialists | Grade leaders | AIS coordinator |
P.S. 108K utilizes strategies to address the needs of Students With Disabilities (SWD), English Language Learners (ELL), and other high-need student subgroups in all professional learning.

The P.S. 108K School Community aligns assessments to curricula, uses on-going assessment and grading practices, and teams of teachers analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. The assessments, rubrics, and grading policies are aligned with school’s curricula and offer a clear portrait of student mastery. Teachers provide kid-friendly rubrics to provide students an opportunity to self-reflect and to receive feedback from peers. Teachers check in on understanding throughout a lesson. Teachers are able to provide actionable and meaningful feedback to students and teachers regarding student achievement. These common assessments create a portrait of students’ strengths, next learning steps and progress towards meeting their grade-wide standards. SWD and ELL students are provided scaffolds to support the use of rubrics, checklists, setting and reflecting on goals etc.

We use formative assessments/multiple sources of data so we can monitor and revise instruction to meet the needs of all students, including SWDs and ELLs. Teams of teachers, the (SWD and ELL teams meet bi-weekly), meet regularly to analyze these multiple sources of data, such as, but not limited to, Fountas and Pinnell levels, SRI/STI Lexile scores, math benchmarks, writing...
benchmarks, and informal and formal observations. These multiple sources of data are used to plan for differentiated, professional learning opportunities and for goal setting/action planning.

While collaboratively creating lessons as a team UDL for the lesson and differentiation (and SDI) for SWD and ELL students is embedded into the lesson. Teachers record notices for each subgroup of students, such as ELLs, SWDs and high achievers to evaluate if the instruction meets the needs of all learners. Teachers focus on these students and scaffolds while the lesson is being implemented to ensure they are supporting the students. During the debrief this is discussed and collaboratively revised based on the observations.

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<thead>
<tr>
<th>Team</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>Teachers</td>
<td>All students including ELLs, SWDs, SIFE students, and over age students</td>
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<tr>
<td>Consultants</td>
<td>September 2017-June 2018</td>
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<tr>
<td>Paraprofessionals</td>
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<td>AIS coordinator</td>
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3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

P.S. 108K engages families to support their understanding of Rigorous Instruction and the Common Core, in order to support their children at home. In an effort to increase parent involvement and engagement in the area of providing and promoting rigorous instruction, we ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.

We provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children and foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.

Our School Leadership Team (that supports school-based decision making and helps to shape the path to a collaborative school culture) consists of an equal number of staff and parents. They meet regularly and are collaboratively involved in writing the CEP, making school based decisions, and sharing their opinions and/or concerns.
We utilize the Tuesday Parent Engagement block to reach out to parents and guardians to meet face to face with individual or groups of parents or guardians, conduct telephone conversations, correspond with parents or guardians in writing through letters, emails, and/or grade level newsletters. This enables the school staff to share information about student progress, the school’s educational program and other initiatives of the Chancellor.

We provide opportunities for parents to explain the accountability system, e.g., Common Core Learning Standards (CCLS) assessment expectations, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report and allow parents to provide suggestions during Parent Teacher Association (PTA) and School Leadership Meetings.

All parents/guardians are invited into the classroom on a monthly basis during Family Fridays to provide parents an opportunity to actively participate in their child’s school learning environment.

We also distribute awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.

Our dance teachers create original performances for our students to perform during PTA meetings at least three times a year which also increases parental attendance. Our PE team will be providing workshops on fitness for the parents/guardians at least 3 times a year and a monthly newsletter will be sent home to promote physical activity, health and nutrition.

We provide training/workshops in English and Spanish to help parents work with their children to improve their achievement level. This training includes workshops in literacy, and math, workshops to help parents understand city, state, and federal standards and assessments and to share information about school and parent related programs, meetings and other activities.

Part 4 – Budget and Resource Alignment

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

Our budget reflects our philosophy that professional learning drives effective instruction. We have budgeted for 2 UFTTC staff developers who provide job-embedded professional learning, demonstration lessons, lesson planning, data analysis, inter-visitations, lesson studies and mentoring for all teachers to improve teacher practice and student performance. We budget one technology coordinator, and one Response To Intervention (RTI) coordinator that support the data process and RTI. We have also hired an outside consultant to provide professional development in literacy to all pedagogical staff. These professional learning opportunities promote differentiation of instruction and identifying multiple entry points to ensure the needs of all learners are met. Our budget is also adjusted to provide opportunities for staff and administrators to attend network conferences, citywide and state conferences, such as Everyone Reads and Engage NY Network Team Institute (NTI.)

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

We also will be using per session funds to enable teachers to collaboratively plan curriculum maps and units of study for the 2018-19 school year. Our schedules allow for weekly common preps for teachers at all grade levels and
subject areas. Teachers use these common preps to attend professional learning sessions based on student data, student work analysis, and trends found from informal and formal observations.

Budgetary funds are used to purchase guided reading books A - Z in both fiction and non-fiction to address the instructional shifts and the HMH Read 180/System 44, iRead to support literacy at the students’ current levels. Budgetary funds are also used to purchase Math180, FASTT math to support all types of learners. Funds are used for Extended Day Programs for students in grades 2-5, Saturday Academy for students in grades 3, 4, and 5, English Language Learners (ELL) Extended Day program K-5.

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

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
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<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
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<td>PTA Funded</td>
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<td>In Kind</td>
<td></td>
<td>Other</td>
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Part 5 – Progress Monitoring

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

By February 2019, classroom teachers will engage in two lesson studies and/or instructional rounds (1 in ELA and 1 in mathematics) and specialty teachers will conduct 2 lesson studies in their content area using data to drive their inquiry, which will result in a 5% increase of levels 2,3 and 4, as measured by the pre and post results.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
| Analysis of the NYS math Item Skills Analysis Tool (previous year and current year students) |
| - Analysis of progress from the Beginning of the Year, Middle of the Year, and End of the Year benchmarks |
| - Analysis of progress from Eureka pre/post assessments - Teachers informal and formal observations |
| - Teacher Team analysis of student work |
| - Analysis of Student Work: |

An example of one protocol used:

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

All instructional decisions are based on the analysis of student data. Some examples or some topics explored during these teacher team meetings include, but are not limited to, Item Skills Analysis Tool using the released questions, vertical and horizontal planning using the math standards, identifying topics for lesson study/instructional rounds based on data, curriculum mapping and planning lessons and units of study.

**Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

P.S. 108K conducted a comprehensive assessment of our school’s academic program in response to the Framework for Great Schools-Rigorous Instruction. This assessment was conducted by analyzing student performance trends, reviewing findings from our Quality Review (QR) and utilizing other relevant data, such as the June Instructional Reports and Performance Index for each grade level. In addition, results of teacher surveys, in the beginning and end of school year, were analyzed for priority needs.

School’s strengths relative to Effective School Leadership:

- Two UFT Teacher Center Staff Developers
- Differentiated PLO’s based on teacher evaluations and surveys
- Yearly Professional Development Plan, as well as weekly Professional Development calendar's emailed to all staff.
- All curricular decisions based on current data
- Data is shared with all members making it transparent
- Actionable feedback is provided to teachers by both administration and staff developers
- Informals and formals contain details that will assist teachers in making improvements
- Job embedded professional learning opportunities, such as teacher teams, weekly staff workshops, parent workshops, demonstration lessons, inter-visitations, videotaping of lessons for professional learning and self-reflection, lesson studies, instructional rounds and visiting other school communities.
- Teacher leaders
- Trends show improvement in percentage of students meeting promotional criteria including ELLs and SWDs.

Priority needs:

- Overall grade 3-5 students scored better on the ELA constructed response than the multiple choice.
- Overall general education students score better on NYS ELA and Mathematics than ELLs and SWDs
- To ensure all teachers, including new, non-tenured, and TIP, understand how to unpack the standards into "I Can" Statements and to align questions and assessments to the standard/teaching point.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the
identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

<table>
<thead>
<tr>
<th>Goal 4: Effective School Leadership:</th>
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<tbody>
<tr>
<td>By June 2019, all classroom and specialty teachers will be assigned a UFT Teacher Center staff developer/mentor, who will build the capacity of the teachers in understanding how to align learning objectives, activities, questions, and assessments to the teaching point/standards resulting in 85% of lesson plans reviewed and/or collected showing alignment of learning activities, questions, and assessments to the teaching point/standards.</td>
</tr>
</tbody>
</table>
Evidence-based instructional programs, professional development, and/or systems and structures:

- NTC i3 Mentoring Program, including recording tools
- UFT Teacher Center Student Centered Mentoring and/or workshops
- Danielson Framework for Teachers rubric 1e
- Principal meets with Professional – Learning Team to match mentors/staff developers to new teachers to ensure the nurture of professional growth.
- Year-long professional-learning plan will be differentiated depending on needs of individual teachers.
- Teachers provide input regarding their professional learning needs during IPC, MOY, and EYO meetings.
- The principal meets with the Consultation Committee on a regular basis to ensure instructional and social – emotional supports are effective, as well as to ensure that a level of trust resonates throughout the school community.
- Professional Learning New teacher meetings are offered and designed to meet the specific needs of new teachers.
- Teachers will be provided with “free feedback” during fall 2018 from Staff Development Team, including administrators and staff developers. "Free feedback" is an effective tool to building trust between all stakeholders.
- Lesson plans are reviewed to determine alignment between learning objective, activities, questions, and assessments to the teaching point/standards by staff developers to support lesson planning.
- Analysis of learning tasks and questions will be analyzed collaboratively by staff developers and teachers during lesson study/instructional rounds, teacher teams and collaborative planning sessions. During professional learning opportunities, teachers identify what higher-order thinking “looks like” and “sounds like.”
- During collaboration teachers will analyze lesson plans to determine alignment to curriculum.
- UFTTTC staff developers will conduct two teacher cycles with new teachers to support student growth and teacher capacity.
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIF, STH).

-SWD Teacher Teams collaborate to analyze gaps in learning and implications for instruction.

-Dual Language Teacher Teams collaborate to analyze gaps in learning and implications for instruction.

-Jose P training for teachers to understand the needs of ELL students

-Push in guided reading for ELL students

-Push in guided reading for SETSS students

-Push in for speech services when appropriate

-Push in for OT when appropriate

-UDL is implemented in teachers lessons and written into lesson plans to provide access to the instruction for all learners in anticipation of student misconceptions

All teachers and students including ELLs, SWDs, SIF students, and overage students

September 2018-June 2019

Administrators

Staff developers

Data specialists

Grade leaders

AIS coordinator

ENL teachers

SETSS teacher
- Specially Designed Instruction created for individual students based on the students' IEPs to work towards achieving their IEP goals
- Differentiation for ELLs and/or SWDs included in lesson plans
- Depending on student need, utilize Do the Math intervention as a center led by teacher/paraprofessional/City Year member or as whole group lesson
- Utilize Read 180 for individualized student learning in literacy
- Utilize Math 180 for individualized student learning
- Utilize FASTT math as an individualized center activity

IEP Teacher
Teachers
Consultants

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

P.S. 108K engages families to support their understanding of Rigorous Instruction and the Common Core, in order to support their children at home. In an effort to increase parent involvement and engagement in the area of providing and promoting rigorous instruction, we ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact. We provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children and foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.

We utilize the Tuesday Parent Engagement block to reach out to parents and guardians to meet face to face with individual or groups of parents or guardians, conduct telephone conversations, correspond with parents or guardians in writing through letters, emails, and/or grade level newsletters. This enables the school staff to share information about student progress, the school’s educational program and other initiatives of the Chancellor. Additionally, we provide opportunities for parents to help them understand the accountability system, e.g., Common Core Learning Standards (CCLS) assessment expectations, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report and allow parents to provide suggestions during Parent Teacher Association (PTA) and School Leadership Meetings.

All parents/guardians are invited into the classroom on a monthly basis during Family Fridays to provide parents an opportunity to actively participate in their child’s school learning environment. We also distribute awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance. Our
dance teachers create original performances for our students to perform during PTA meetings at least three times a year which also increases parental attendance.

We provide training/workshops in English and Spanish to help parents work with their children to improve their achievement level. This training includes workshops in literacy, and math, workshops to help parents understand city, state, and federal standards and assessments and to share information about school and parent related programs, meetings and other activities. P.S. 108K currently has a partnership with Literacy INC. (LINC): LINC developed its Comprehensive Literacy Model based on research showing that mobilizing three key constituency groups—peers, parents, and community members with an intended goal to impact on early childhood literacy development.

**Part 4 – Budget and Resource Alignment**

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

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

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

We also will be using per session funds to enable teachers to collaboratively plan curriculum maps and units of study for the 2017-18 school year. Our schedules allow for weekly common preps for teachers at all grade levels and subject areas. Teachers use these common preps to attend professional learning sessions based on student data, student work analysis, and trends found from informal and formal observations.

Budgetary funds are used to purchase guided reading books A - Z in both fiction and non-fiction to address the instructional shifts and the HMH Read 180/System 44, iRead to support literacy at the students’ current levels. Budgetary funds are also used to purchase Math180, and FASTT math to support all types of learners. Funds are used for Extended Day Programs for students in grades 2-5, Saturday Academy for students in grades 3, 4, and 5, English Language Learners (ELL) Extended Day program 2-5.

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

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

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

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

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, 65% of lesson plans reviewed and/or collected will show alignment of learning activities, questions, and assessments to the teaching point/standards as described in 1e/3c.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Lesson plan checklist
- Danielson Rubric
- Fountas and Pinnell/Lexile progress of students
- BOY math as compared to MOY Engage NY Eureka Math
- MI progress of students

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

Based on the New York City (NYC) School Survey 2017-18 Report, 98% of our parents were satisfied with parent teacher outreach, 97% were satisfied with parent involvement in the school, 97% were satisfied with teacher-parent trust and 97% were satisfied with parent-teacher trust. Our school invites parents/guardians to visit their child’s classroom on Family Fridays; our teachers send home monthly newsletters to inform parents/guardians about new learning and events happening in the grades.

Our schools strengths and needs are as follows:

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

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

**Priority Needs:** We are continuing our partnership with our families. For the 2018-19 school year, P.S. 108K is continuing their partnership with East New York Reads initiative.

Several programs are involved in this initiative:
1. City Year New York: small-group push-in tutoring students in 3, 4 and 5 grade during the school and extended day by 17-24 year olds.

2. We have a partnership with Wellness in the Schools to promote healthy living and to educate the parents/guardians regarding healthy eating options.

3. Ready Readers for second graders

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**Goal 5: Strong Family – Community Ties:**

By June 2019, families of students will be invited to join their children in the classrooms during the regular school day at least once a month.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All parents</td>
<td>September 2018-June 2019</td>
<td>Administrators</td>
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<tr>
<td>All students including English Language Learners (ELL,) Students With Disabilities (SWD,)</td>
<td></td>
<td>Staff developers</td>
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<tr>
<td>Students With Interrupted Formal Education (SIFE) students, and over age students</td>
<td></td>
<td>Data specialists</td>
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</table>

P.S. 108K uses research-based instructional programs, professional development and other systems and structures to impact change. We will provide opportunities for parents to help them understand the accountability system, e.g., Common Core Learning Standards (CCLS) assessment expectations, student proficiency levels, Annual School Report Card, Academic Policy, Progress Report, Quality Review Report, Learning Environment Survey Report and we will allow parents to provide suggestions during Parent Teacher Association (PTA) and School Leadership Meetings.

The Guidance Counselor, Social Workers and Psychologists provide referrals to the following agencies, as needed:

- Kings County Psychiatric- Department Intake Person
- Brooklyn Bureau - Preventive Services Intake Person
- Beacon Family Place- Preventive Services Intake Person
- Blessed Sacrament -Mr. Shannon
- YMCA -Intake Department
- United We Stand Lourdes Rivera Putz
- Advocates for Children -Ana Espinoza
- Cypress Hills Advocates for Education
- The Puerto Rican Family Institute-Department Intake person
- Institute for Community Living- Christine Pariah
- New York Psychotherapy (NYPCC)- Cruz Fuksman
- Brookdale Hospital- Intake/Outpatient Dept.

- IEP Teachers
To ensure families are aware that all students are being challenged with rigorous and robust lessons aligned to the Common Core Learning Standards (CCLS) for the 2017-2018 school year (SY). P.S. 108K school community will encourage families to support their children in rising to this new challenge. P.S. 108K will engage families in a tapestry of professional learning opportunities, such as Open House, Tuesday Family Engagement time, "Family Fridays," Parent Teacher Association (PTA) meetings, a health expo where parents and guardians can obtain information regarding topics such as autism, ADHD, behavioral strategies, immigration and other workshops delivered by the parent coordinator, pedagogical staff member and/or outside agency.

Parent Teacher Conferences will be held in September, November, March, and May. Progress reports will be sent home to parents/guardians in January and May, and final report cards will be distributed on the last day of school in June.

On Tuesdays, teachers will have a 45-minute Parent Engagement block: face-to-face meetings (individual or group) with parents or guardians; telephone conversations with parents or guardians to address any concerns, needs and/or achievements about the child.

Teachers in grades Pre-K through 5 will also provide parent workshops during parent involvement time on Tuesdays. Each grade will provide a total of 4 workshops. During the workshops, the teachers will provide the parents a clear explanation of the grade expectations in Math, Literacy, and state assessments.

<table>
<thead>
<tr>
<th>Role</th>
<th>All parents</th>
<th>All students including English Language Learners (ELL,)</th>
<th>Students With Disabilities (SWD,)</th>
<th>Students With Interrupted Formal Education (SIFE) students, and over age students</th>
<th>September 2018-June 2018</th>
<th>Teachers</th>
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<tr>
<td>Administrators</td>
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<td>Consultants</td>
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<td>Staff developers</td>
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<td>Data specialists</td>
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</table>
**The Physical Education teachers will provide 2 parent workshops to encourage the parents of our students to play an active role in supporting a healthy school environment.**

<table>
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<tr>
<th>Grade leaders</th>
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<tbody>
<tr>
<td>AIS coordinator</td>
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<tr>
<td>ENL teachers</td>
</tr>
<tr>
<td>SETSS teacher</td>
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<tr>
<td>IEP Teacher</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Consultants</td>
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</tbody>
</table>

**Science teachers will provide 2 parent workshops to allow parents to actively explore science concepts together via hands-on-minds-on, inquiry-based approach.**

**The Arts teacher will provide 2 parent workshops to explain how students develop meaningful projects that integrate school curriculum and meet developmental needs of students.**

**Family Fridays will be scheduled on the last Friday of every month. During Family Fridays parents/guardians are invited to their children’s learning environment to actively participate with their children as they engage in Common Core Learning Standards (CCLS) lessons.**

**Pupil Personnel Team (PPT) meetings will be scheduled for students who are not making adequate progress.**

<table>
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<tr>
<th>Strategies to address the needs of students with disabilities, English Language learners, and other higher need student subgroups.</th>
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| P.S. 108K will utilize strategies to address the needs of students with disabilities (SWD), English Language Learners (ELL), and other high-need student subgroups. |
P.S. 108K will provide parents with a workshop in September to assist them in choosing their child’s English as a New Language (ENL) program.

P.S.108K will provide parents of English Language Learners with workshops to educate them regarding the New York State English as a Second Language Achievement Test (NYSESLA) exam, its different components and how to help their child achieve success. In addition to the Tuesday parent teacher meetings, Integrated Co-Teaching (ICT) teachers, Special Education teachers, Guidance Counselor, Special Education Teacher Support Services (SETSS) teacher will meet with parents throughout the year to review and create new Individualized Education Plan (IEP) goals for the students.
In addition to the report cards Students With Disabilities will receive progress reports based upon their individual goals as stated in the IEP.

P.S. 108K will provide parents/guardians with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, the academic policy and the proficiency levels students are expected to meet. We will provide materials and training to help all parents especially parents of ELL students to work with their children to improve their children’s academic achievement, such as literacy training to foster parental involvement. We will also provide training/workshops to help parents work with their children to improve their achievement level, e.g., workshops in literacy, and math.

<table>
<thead>
<tr>
<th>All parents</th>
<th>Grade leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students including English Language Learners (ELL,)</td>
<td>AIS coordinator</td>
</tr>
<tr>
<td>Students With Disabilities (SWD,)</td>
<td>ENL teachers</td>
</tr>
<tr>
<td>Students With Interrupted Formal Education (SIFE) students, and over age students</td>
<td>SETSS teacher</td>
</tr>
<tr>
<td></td>
<td>IEP Teacher</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td>Consultants</td>
</tr>
</tbody>
</table>

September 2018-June 2019

<table>
<thead>
<tr>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff developers</td>
</tr>
<tr>
<td>Data specialists</td>
</tr>
</tbody>
</table>
### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

P.S. 108K promotes stronger family and community ties and increases parent involvement in support of improved student outcomes. There will be an open line of communication with parents/guardians. All staff will be available to meet with parents/guardians. SLT members will meet on a bi-weekly basis to collaboratively make decisions and to provide input. In an effort to increase parent involvement and engagement in the area of providing and promoting rigorous instruction, we will ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.

We will provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children and foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.
We will provide opportunities for parents/guardians to help them understand the accountability system, e.g., New York State accountability system, student proficiency levels, Annual School Report Card, Academic Policy, Progress Report, Quality Review Report, Learning Environment Survey Report.

P.S. 108K will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.

We will schedule additional parents/guardians’ meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions. We will involve parents in the joint development and joint agreement of our school’s Parent Involvement Policy and our school wide plan in an organized and timely way.

We will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. We will provide parents with a monthly school newsletter, a monthly grade newsletter, and a science physical education and arts newsletter to share information about our curriculum, skills and strategies of the week or month. We will also distribute awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.

We will provide school facilities for community use, including community meetings and community interest groups.

We will build parent involvement into staff meetings to strengthen commitment, knowledge and skills such as SLT meetings, Safety Committee meetings. Our dance teachers will create original performances for our students to perform during PTA meetings at least three times a year which also increases parental attendance.

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**Part 4 – Budget and Resource Alignment**

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

---

Our budget reflects our philosophy that professional learning drives effective instruction. We have budgeted for 2UFTTC staff developers who provide job-embedded professional learning, demonstration lessons, lesson planning, data analysis, inter-visitations, lesson studies and mentoring for all teachers to improve teacher practice and student performance. We budget one technology coordinator, and one Response To Intervention (RTI) coordinator that support the data process and RTI. We have also hired an outside consultant to provide professional development in literacy to all pedagogical staff. These professional learning opportunities promote differentiation of instruction and identifying multiple entry points to ensure the needs of all learners are met. Our budget is also adjusted to provide...
opportunities for staff and administrators to attend network conferences, citywide and state conferences, such as Everyone Reads and Engage NY Network Team Institute (NTI.)

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

We also will be using per session funds to enable teachers to collaboratively plan curriculum maps and units of study for the 2018-19 school year. Our schedules allow for weekly common preps for teachers at all grade levels and subject areas. Teachers use these common preps to attend professional learning sessions based on student data, student work analysis, and trends found from informal and formal observations.

Budgetary funds are used to purchase guided reading books A - Z in both fiction and non-fiction to address the instructional shifts and the HMH Read 180/System 44, iRead to support literacy at the students’ current levels. Budgetary funds are also used to purchase Math180, Do the Math, FASTT math, Eureka Math modules, to support all types of learners. Funds are used for Extended Day Programs for students in grades 2-5, Saturday Academy for students in grades 3, 4, and 5, English Language Learners (ELL) Extended Day program 2-5.

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

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

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

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

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
|---|---|---|---|---|---|---|---|---|
| X | Tax Levy | X | Title I SWP | Title I TA | Title II, Part A | X | Title III, Immigrant |
| X | C4E | 21st Century Grant | SIG | PTA Funded | In Kind | X | Other |

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

By February 2019, families of students will be invited to join their children in the classrooms during the students' regular school in September 2018, October 2018, November 2018, December 2018 and January 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- The Parent/Guardian calendars and/or flyers informing families of "Family Fridays" in their child's classroom
- Photographs
- Sign-in sheets

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>● State assessments ● F&amp;P Independent Level Benchmarks ● Read 180 RI Lexilesor iRead student data ● DIBELS assessments</td>
<td><strong>PROGRAMS</strong> ● My Sidewalks on Reading Street ● F&amp;P Intervention ● Read 180 or iRead ● System 44 ● Great Leaps</td>
<td>● Small group ● One-to-One ● During the day</td>
<td>● Extended day program ● Saturday program ● Title III program after school</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>STRATEGIES</strong> Use of research based methodology in the following areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>● State assessments Assessments ● Eureka Math ● Math Benchmarks</td>
<td><strong>PROGRAMS</strong> ● FASTT Math ● Think Central ● Math 180/ Do the Math ● MIIMath</td>
<td>● Small group ● One-to-One ● Computer ● During the day</td>
<td>● Extended day program ● Saturday program ● Title III program after school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRATEGIES</td>
<td>Use of Centers, manipulatives, and differentiated instruction based on research and based on methodology.</td>
<td>Science</td>
<td>Pre and Post tests for each unit.</td>
<td>Differentiated instruction using the scientific process. Reading A-Z</td>
</tr>
<tr>
<td>Social Studies</td>
<td>BOY MOY EOY</td>
<td>Differentiated instruction using strategies in determining important information</td>
<td>Small group</td>
<td>During the day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Formal and informal classroom observations Screening process Inventory Surveys Assessment forms Teachers’ anecdotal Referral forms</td>
<td>Differentiated instruction using strategies, skills and coping techniques, which address child’s needs. Strategies/Coping Techniques</td>
<td>Individual/Small Group/Whole classroom instruction</td>
<td>During regular school hours (Day)</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Students per Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifth Grade</td>
<td>151</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>141</td>
</tr>
<tr>
<td>Third Grade</td>
<td>133</td>
</tr>
<tr>
<td>Second Grade</td>
<td>151</td>
</tr>
<tr>
<td>First Grade</td>
<td>140</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>155</td>
</tr>
<tr>
<td>Pre-K</td>
<td>108</td>
</tr>
<tr>
<td>Permanent</td>
<td>829</td>
</tr>
<tr>
<td>Doubled</td>
<td>141</td>
</tr>
<tr>
<td>Shelter</td>
<td>14</td>
</tr>
</tbody>
</table>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Students that experience temporary housing are offered many forms of assistance and support. The Guidance Counselor will reach out to the student and the student's family to provide support and referrals for community services as needed. The Guidance Counselor will meet with the student on a needed basis to provide the student continued support in school. The Guidance Counselor and teachers will create an academic intervention plan if needed. The teacher will closely monitor any academic or emotional changes in the student and maintain regular communication with the Guidance Counselor. The Guidance Counselor will refer any student in need to a Community Based Organization (CBO) for additional support and/or guidance.

The Parent Coordinator maintains a listing of all students currently residing in temporary housing and continually monitors their progress and needs, including speaking with their teachers. Students in temporary housing are provided Metrocards through the Office of Pupil Transportation. Parents/guardians are offered monetary assistance when needed for transportation via car service or Metrocard. Each student receives supplies including book-bags, alarm clocks, uniforms, notebooks, and other items of clothing. The families are provided vouchers for eyeglasses when needed. All students and families are informed of the availability of temporary housing services via the English and Spanish McKinney-Vento posters that are posted throughout the school building.

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

PS 108K is a Title I school. All information is indicated above.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
PS 108K is a Title I school. All information is indicated above.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

100% of P.S. 108K’s teachers are fully licensed and permanently assigned to PS 108K. 70% are teaching for more than three years at this school. 85% have a Masters Degree plus 30 hours or higher. 100% core classes are taught by “highly qualified” teachers.

Many of our new teachers are recruited through staff referrals, job fair, New Teacher Finder and Open Market. All candidates are required to submit a resume, which is reviewed by our Professional Learning Team. We involve a variety of staff in our new teacher interview process. Candidates are interviewed by administrators, staff developers and members of our teaching staff. All candidates are required to conduct a Common Core Learning Standards (CCLS) aligned demonstration lesson incorporating literacy into other content areas. The lessons are observed by a team consisting of teachers, staff developers and administrative staff. This team then meets to collaboratively choose the most highly qualified candidate. All teachers who join the PS 108K staff are provided with mentoring and support from the administrative staff, staff developers and lead teachers on the grade.

The Professional Learning Team meet with non-tenured teachers every Thursday before school from 7:15AM - 7:59PM. These meetings are differentiated to meet the needs of new teachers, probationary teachers who have only several years teaching experience and any other interested teachers.

We have a very extensive professional learning plan to ensure all pedagogical staff is provided with strategies for high quality instruction designed to enable all students to meet the expectations of the common core. The professional learning team funded by Title I, Contract for Excellence, and Fair Student Funding, TL Vision for School improvements, Contract for Excellence monies, provide professional job-embedded support to every teacher in our school on a weekly basis. All of our teachers are provided with a common preparation period during which the team engages teachers in collaborative inquiry. We also provide all of our teachers with ongoing support by providing multiple opportunities for professional learning. This support is provided through workshops, demonstration lessons, co-teaching, and one-on-one mentoring and coaching – focusing on support for English Language Learners and Students With Disabilities incorporating Specially Designed Instruction, Universal Design for Learning principles, including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, explicit focus on text structure and features and the use of Native Language to enhance reading and writing. Teachers also participate in professional development regarding Specially Designed Instruction to support students with disabilities achieve their IEP goals.
Frequent classroom visits prior to informal and formal observations to provide feedback, foster best practices, set clear criteria and expectations for lessons. Teachers meet regularly with the administrative staff during one-on-one conferences, post observation conferences, teacher teams and professional development sessions.

We also build respect and empower teachers by offering professional learning opportunities to all teachers on the grade. Some students attend Brooklyn North workshops, UFT center workshops, and NYC DOE workshops. Teachers are then expected to turnkey information gleaned from these workshops to their colleagues through work sessions, intervisitations and one-on-one coaching, thus building an atmosphere of collegiality and support.

Two of 19K108 staff developers participated in the i3 training from NTC for the 2016-17 SY. One staff developer continued her training with NTC for the 2017-18 SY and has registered for the 2018-19 SY. Additionally, 19K108’s two staff developers are UFT Teacher Center Staff Developers and are qualified to offer CTLE hours to staff. We also have a Universal Literacy Coach. Every teacher is assigned a staff developer/mentor.

2b. High Quality and Ongoing Professional Development

| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| All teachers meet in grade level groups at least three times a week with a member of the Professional Learning Team during common prep periods, Monday professional development periods and Tuesday parent involvement sessions. During these sessions teachers meet to analyze student work, reflect on teaching practices, engage in Lesson Study or Instructional Rounds, collaboratively create curriculum and plan lessons and units of study. Teachers were provided an opportunity to choose topics from a professional learning menu. An outside literacy consultant from Creative Solutions will continue to work with teacher teams as well as individuals to enhance pedagogical skills in literacy. Teacher were provided with a series of learning opportunities based on the topics of their choice. We also provide selected teachers with opportunities to attend professional development provided by the New York City Department of Education, Brooklyn North, and the UFT Teacher Center. |

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

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

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

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

N/A

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).

N/A

Part 4: SWP Schools Only

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

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

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

At P.S. 108K, is utilizing the NYCDOE Bundles Units of Study. This ensures all students are prepared for the rigorous instruction in kindergarten.

Parent workshops are offered in June 2018 and September 2018 to allow for a smooth transition into kindergarten. An introduction to kindergarten teachers and a tour of the kindergarten classes is provided to prepare parents and student for a smooth transition. Parent workshops targeting specific topics will be conducted monthly throughout the school year.

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

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

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

Teachers are required to provide parents and kindergarten teachers with the Work Sampling System Summary Report to show the students developmental progress throughout the year.
The social worker has an integral role acting as the liaison between parents and agencies to aid and support parents in obtaining services for children with Individualize Education Plans. This includes supporting families in the referral process and continued services through Committee of Pre-School Special Education (CPSE.)

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The decision making process (The Consultation Committee, School Leadership Team and Professional Learning Committee) that teachers at P.S. 108K participate in regarding the use and selection of appropriate multiple assessment measures are as follow:

- In ELA teachers assess students using F & P running records and Reading Inventory lexiles benchmark assessments. Data is analyze by grade, class, subgroups, and yearly progress. This data is used to communicate with the families and to track, monitor and revise the progress of our students throughout the grades. READ 180 and System 44 is used in all third through fifth grade classrooms. Lexile assessment data is used to track and monitor ten month progress of our students. iRead is utilized in grade K-2 classrooms to support students individualized needs based on the FRA assessment.
- In writing, teachers continue to reflect on and analyze students work using Lucy Calkin’s Writing Progressions Rubrics (informative, narrative, and opinion) using pre and post on demand tasks. They also utilize the NYS ELA 2 point short response and 4 point extended response rubrics for Response to Literature Writing.
- In mathematics, teachers are collaboratively designing grade-wide assessments for the implementation of Eureka Math/Engageny modules. These assessments will include beginning, middle and end of the year assessment, as well pre and post assessments. Teachers analyze students’ assessments by grade, class and sub groups to monitor and revise the progress of our students. We utilize the FASTT Math Program to address fluency, MI Assessments to provide a measure of students’ readiness for mathematics instruction in the form of Quantile measure for grades 2-5, which span the 5 content standards. Math 180 is utilized in 5th grade classrooms to support students individualized needs based on the MI assessment.
- Science and Social Studies: Teams of teachers create systematic grade-wide assessments in science and social studies. based upon the learning standards. The data is inputted into spreadsheets and analyzed by grade, class and subgroups. A-Z for science specialty teachers to support their implementation of station teaching, and Fundations for grades K-2.

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

- Cabinet analyzes the data
- Data is shared with the School Wide Inquiry Team
- Data is transparent and shared school wide
- Grade Teams analyze the data by grade, class, and subgroups to identify gaps in student learning, trends, standards, progress, etc

Our teams of teachers meet several times throughout the week with the professional learning team. For instance, grade wide teacher teams, Monday afternoon Professional Learning, English Language Learners (ELL) teacher team bi weekly and Students with Disabilities (SWD) teacher teams bi weekly. A school wide inquiry team meets to discuss data across the grades. This gives us the opportunity to meet vertically and horizontally to analyze student work, identify gaps in understanding, determine implications for instruction thus yielding improved student achievement.

Teacher team meeting time has been deeply embedded in the educational philosophy of the staff at P.S. 108. Data is at the forefront of our instructional decisions. We begin by looking at teacher and student data. Data specialists provide data to all staff. The Professional Learning Team support analysis of the data to drive instructional decisions within the teachers classroom.
In grades 3-5 the Item Analysis Tool is utilized to compare PS 108K to the state and city and to identify which standards we performed the strongest and which standards we performed the lowest so that we may work towards closing the gaps in learning.

During initial planning conferences and end year teacher conferences teachers reflect on progress made by students in the previous year with the administrators. Teachers create professional goals for student progress based on this data. Additionally, data is analyzed during meetings with the professional learning team to identify the gaps and inconsistencies in teacher and student achievement. Teams of teachers work together to determine implications for instruction, plan lessons, and create targeted intervention for at-risk students.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$94,866</td>
<td>X</td>
<td>5A-Section 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>5B-Section 3</td>
<td>5C-Section 3</td>
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<td></td>
<td></td>
<td></td>
<td>5D-Section 3</td>
<td>5E-Section 3</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$103,350</td>
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<td>5A-Section 3</td>
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<tr>
<td>Title III, Part A</td>
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<td></td>
<td></td>
<td>5B-Section 3</td>
<td>5B-Section 3</td>
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</tbody>
</table>
### Section 3

#### Title III, Immigrant Federal Tax Levy (FSF)

<table>
<thead>
<tr>
<th>Description</th>
<th>Source</th>
<th>Amount</th>
<th>IsRelevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$5,287,888</td>
<td>X</td>
</tr>
</tbody>
</table>

#### Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 108K, The Sal Abbracciamento School**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

**P.S. 108K, The Sal Abbracciamento School**, will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing teacher-parent agendas to strengthen communication between teachers and parents;
- 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

**Parental Involvement and School Quality**

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., ESSA/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, and ESSA.

● 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;

● providing teacher-parent agendas to strengthen communication between teachers and parents

**Encouraging School-Level Parental Involvement**

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.

● providing take home materials for parents to help support their children at home

**P.S. 108K, The Sal Abbracciamento School,**

School-Parent Compact (SPC)

School-Parent Compact (SPC) Template
P.S. 108K, The Sal Abbracciamento School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

providing professional-learning opportunities revolving around how to design Specially-Designed Instruction lessons;

providing professional-learning opportunities pertaining to the implementation of the New Generation Standards.

I. School Responsibilities: Supporting Home-School Relationships

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;

● providing teacher-parent agendas to strengthen communication between teachers and parents

| 1. School Responsibilities: Providing Parents Reasonable Access to Staff |
| 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;

| 1. School Responsibilities: Providing General Support to Parents |
| 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 Title I requirement for Every Student Succeeds Act (ESSA) 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;
III. Student Responsibilities

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

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### Part A: School Information

Name of School: [ ]  
DBN: [ ]

This school is (check one): [ ] conceptually consolidated (skip part E below)  
[ ] NOT conceptually consolidated (must complete part E below)

---

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school  
- [ ] After school  
- [x] Saturday academy

Total # of ELLs to be served: [ ]

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

- [x] K  
- [x] 1  
- [x] 2  
- [x] 3  
- [x] 4  
- [x] 5  
- [ ] 6  
- [ ] 7  
- [ ] 8  
- [ ] 9  
- [ ] 10  
- [ ] 11  
- [ ] 12

Total # of teachers in this program: [ ]

# of certified ESL/Bilingual teachers: [ ]

# of content area teachers: [ ]
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

Rationale:

Our school, 19K108, is a Pre-K-5th grade elementary school located in the Cypress Hills section of Brooklyn. The Title III funds will be used to work towards closing the achievement gap of ELL students. The participating students are two or more years below grade level in reading according to our Fountas and Pinnell assessments and Read 180 SRI and iRead results from our 2017-18 school year. A large percentage of our ELL students do not demonstrate mastery on their grade level baseline math assessment administered in English during the fall. Students will receive instruction in Math and ELA to provide them with the support they need to help them make a year’s progress in literacy and math. Title III AIS will be supplemented. The percentage of ELL students that scored at levels 3 and 4 on the 2016-2017 New York State ELA Assessment was 0% of grade 3 students, 13.3% of grade 4 and 14.3% of grade 5. The percentage of ELL students that scored at levels 3 and 4 on the 2016-2017 New York State Math Assessment was 0% of grade 3 students, 14.3% of grade 4 and 14.3% and 16.7% of students in grade 5. As a result of low percentage of ELLs who scored at or above grade level, we will provide additional support to our ELL students with our Title III funding.

Subgroups and grade levels of students to be served:

The students will be served in groups of 15. The groups of students will be ELLs from Kindergarten, first grade, second grade, third grade, fourth grade and fifth grade. The students are at risk students who include, but are not limited to, newcomers, currently native Spanish Speakers, and SIFE students. 116 students will be served in total. 15 Kindergarten students, 23 first grade students, 16 second grade students, 21 third-grade students, 21 fourth-graders, and 20 fifth-grade students.

Schedule and Duration:

The program will be scheduled for After-School, provided twice a week Wednesdays and Thursdays from 2:21PM - 3:21 PM and Saturday Academy from 8:00AM - 11:30AM, during the fall and spring sessions. Approximately 10 sessions of Saturday Academy and 25 sessions of After-School. These sessions will take place beginning October 3rd - November 3rd. The Spring programs will tentatively take place from February 6th through April 25th. During Saturday Academy students will attend Physical Education from 7:30AM - 8:00AM that is funded with Tax Levy funds. The Saturday Academy sessions will also take place in the spring. The sessions will take place beginning February 9th through April 27th in the spring. Four bilingual teachers will work the Saturday Academy program.

Language of Instruction:

The language of instruction will be Spanish (for Spanish Speakers) or English
### Part B: Direct Instruction Supplemental Program Information

Instruction (for Mandarin, Arabic, Bengali Speakers) during math instruction; the language of instruction will be English for ELA.

#### # of types of certified teachers for after school:

There are six certified bilingual teachers, and one certified Common Branch teacher who will co-teach with the second grade bilingual teacher.

<table>
<thead>
<tr>
<th>Group</th>
<th>Students</th>
<th>Instruction Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kindergarten</td>
<td>Mathematics and Literacy</td>
</tr>
<tr>
<td>2</td>
<td>First grade groups</td>
<td>Mathematics and Literacy</td>
</tr>
<tr>
<td>3</td>
<td>Second grade students</td>
<td>Mathematics and Literacy</td>
</tr>
<tr>
<td>4</td>
<td>Third grade students</td>
<td>Mathematics and Literacy</td>
</tr>
<tr>
<td>5</td>
<td>Fourth grade students</td>
<td>Mathematics and Literacy</td>
</tr>
<tr>
<td>6</td>
<td>Fifth grade students</td>
<td>Mathematics and Literacy</td>
</tr>
</tbody>
</table>

Teachers will analyze data to plan for instruction based on their students' needs and create flexible groups for their students. ELLs at all levels of English proficiency, and literacy, will benefit from explicit instruction of comprehension skills along with phonics awareness, basic decoding skills, fluency and vocabulary development through small flexible groups with ENL strategies.

#### # of Types of Certified teachers for Saturday Academy:

There are four certified bilingual teachers for Saturday Academy.

<table>
<thead>
<tr>
<th>Group</th>
<th>Students</th>
<th>Instruction Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Second grade students</td>
<td>Mathematics and Literacy</td>
</tr>
<tr>
<td>2</td>
<td>Third grade students</td>
<td>Mathematics and Literacy</td>
</tr>
<tr>
<td>3</td>
<td>Fourth grade students</td>
<td>Mathematics and Literacy</td>
</tr>
</tbody>
</table>

#### Types of Materials:

The math teachers will use Eurika math for instruction. For math they will use math manipulatives and online videos. Eurika math activities are designed to help children acquire math vocabulary and the language and writing skills necessary to communicate and understand math concepts, which aligns to our instructional focus: students will develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and mathematics, and develop the communication and collaboration skills that support college and career readiness.

ELA teachers will use NYSESLAT workbook by Continental Press, aligned to the bilingual CCLS, which provides strategies in comprehension, grammar, and...
**Part B: Direct Instruction Supplemental Program Information**

all four modalities. These materials will be used during the after school program and the Saturday Academy program.

Title III and ELL professional development agendas and sign in sheets will be monitored and kept in our professional development calendar in our PD room by our ELL staff developer, Mary Scarpa and ENL providers, Nancy Raza and Ruth Parker.

Title III student attendance and program notifications in parents’ preferred language will be monitored and kept in our main office under the supervision of Lizen Garcia our Pupil Personnel Secretary.

**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: _____

Rationale:

At 19K108, the Staff Development team provides professional development support to every teacher in our school building multiple times a week during teacher teams, grade meetings, special education and Dual Language teacher teams. Our new teachers will receive professional development to learn different strategies for teaching ELL students. The value of the ELL students’ first language and culture as foundations for continued success will be conveyed to new teachers serving ELL students.

Teachers do not always come prepared with knowledge to close the gaps with ELLs. Staff Developers will provide Professional Development during the school day to ensure the teachers can identify the entry points of each student based on their language proficiency. Teachers will learn how to use the language progression to help them identify what English language learners need in order to maximize their learning and participation. They will help teachers to choose content, vocabulary, and tasks that are appropriate to each learner’s age, stage, and language-learning needs. The most important determinant of student's success is the qualified teacher in the classroom.

Teachers to receive training/provider:

The teachers delivering the services for the Title III program will meet with the school ELL Staff Developer, Mary Scarpa, to analyze student data and to determine the instructional and assessment needs of the ELL students enrolled in the Title III program. The Dual Language Teacher Teams meet weekly with the ELL staff developer, Mary Scarpa and the ENL providers, Nancy Raza and Ruth Parker, to identify the gaps in learning and to provide the necessary scaffolding to ensure that all students have access to the CCLS. Professional-learning opportunities are provided to teachers of ELLs impacting the effectiveness of the educators, who are responsible for improved student outcomes.
Part C: Professional Development

The ongoing professional development provide our teachers with information and deep understanding they need to know about language to help English language learner students meet the high levels of language proficiency required for success and prepare them to be college and career ready.

Schedule and Duration:
The 6 teachers for the Title III program receive ongoing professional development every Monday by the ELL staff developer, Mary Scarpa and the ENL teachers, Nancy Raza and Ruth Parker. In addition, the Title III teachers will meet after school for two one hour sessions. The Title III funds will be used to pay the teachers per session rate which will take place on January 4, 2019 and January 9, 2019. $630.00 from the Title III funds will be used to pay for the PD sessions. Each certified teacher receives a Title III attendance folder to keep track of our ELLs attendance during after school and Saturday Academy. All Title III student attendance folders are kept in a secure location in the main office.

Literacy Consultant will provide ongoing PD to our ELL teachers. The Literacy Consultant will provide PD in literacy, close reading, read aloud, shared reading, guided reading, and writing.
$1250.00 from the 10% of the Title III funds will be used to pay the Literacy Consultant. Title III funds will be supplemented using Tax Levy Student funding and SWP Title 1 funds as needed.

Topics:
NYS Next Generations Learning Standards, language progressions for grades K-5, 5 language proficiency levels, language acquisition, NYSESLAT, Eurika math, read aloud, shared reading, guided reading and close reading strategies for ELLs.

Name of Providers: Mary Scarpa, ELL Staff Developer, Nancy Raza and ENL provider, Ruth Parker.

Title III professional development agendas and sign in sheets will be monitored and kept in our professional development binder in our PD room by our ELL staff developer, Mary Scarpa and ENL providers, Nancy Raza and Ruth Parker.

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: ____

Rationale:
In order to ensure continuity of learning for the 116 ELL students in the Title III Program, parents/guardians will be invited to attend 3 parent workshops that will help parents of ELL students understand the Common Core Learning Standards in literacy and math. Related topics are as follow: 1. Supporting parents in choosing a language program for their child and the expectations of ENL students. 2. Informing parents about the NYSESLAT components, modalities, test durations and expectations. 3. Supporting parents with strategies that they can reinforce at home with their child. The workshop will promote family engagement as a way to encourage the success of ELL students. They will be reminded of the importance of their children's daily attendance. It is hoped that parents will gain the confidence to take on more active leadership roles in their child's education by volunteering for their child's school, attending
Part D: Parental Engagement Activities

PTA meetings, participating in school leadership teams, and eventually enrolling their kids in higher education. For parents who speak another language other than English and Spanish we will provide translation services.

Schedule and Duration:
In order to ensure continuity of learning for the 116 ELL students in the Title III Program, parents/guardians will be invited to attend 3 sessions, an hour each, for program guidance: before the start of the program, at mid point, and at the end of the program. The first session will take place on September 13th from 5:00PM - 6:00PM. Our second session will be provided on January 15th from 2:30 -3:30PM and our last session will be provided on May 14th from 2:30PM - 3:15PM.

We will culminate the program with a multicultural celebration. Parents/guardians are invited to celebrate with their child. The multicultural celebration will take place the first week of June from 8:45AM - 10:00AM.

Topics to be covered:
Next Generation learning Standards, ELA strategies for ELLs, language progressions, language acquisition, NYSESLAT, Eurika math, Fountas & Pinnell reading levels and sight words.

Name of providers: ENL teachers Nancy Raza and Ruth Parker and/or Bilingual teachers.

For the parent workshops the ENL and Bilingual teachers will get paid using the 10% of Title III funds.

ENL teacher cost for workshops is approximately $358.00

How parents will be notified of these activities:
Parents will be informed through letters, flyers and posters. The letters will be provided in English and the parents native languages.
Parent agendas, sign in sheets and invitations in parents preferred language will be placed in our parent workshop binder by our Parent Coordinator, Joana Garcia.

Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>• Per session</td>
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<td>• Per diem</td>
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<td>Purchased services</td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
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Part E: Budget

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

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<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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<tr>
<td>• Must be supplemental.</td>
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<td>• Additional curricula, instructional materials.</td>
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<td>• Must be clearly listed.</td>
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- Must be supplemental.
- Additional curricula, instructional materials.
- Must be clearly listed.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

| District | 19 |
| Borough | Brooklyn |
| School Name | Sal Abbracciamento |
| School Number | 108 |

B. Language Allocation Policy Team Composition

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

| Principal | Constance Hahn |
| Assistant Principal | Angelica Espinal-Hutton |
| Coach | Mary Scarpa |
| Assistant Coach | Jennifer Persaud |
| ENL (English as a New Language)/Bilingual Teacher | Ruth Parker |
| School Counselor | Nancy Raza |
| Teacher/Subject Area | Azucena Quintuna |
| Parent | Christine Santiago |
| Teacher/Subject Area | Bienvenida Sanchez |
| Parent Coordinator | Joana Garcia |
| Related-Service Provider | Josephine Ferretti |
| Field Support Center Staff Member | Camila Holmes |
| Superintendent | Dr. Thomas McBryde |
| Other (Name and Title) | Ramona Jimenez, Guidance |

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 2 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 1 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 7 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 1 |
| 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 | 1 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 847 |
| Total number of ELLs | 116 |
| ELLs as share of total student population (%) | 13.70% |
A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

- Transitional bilingual education program (TBE) Yes ☒ No ☐
- Dual language program (DL) Yes ☒ No ☐
- Freestanding ENL Yes ☒ No ☐

If yes, indicate language(s):
- Spanish

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2018-19)</th>
<th>K</th>
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<th>2</th>
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<th>4</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   We use Fountas and Pinnell to assess early literacy skills in grades K - 5. We also use Reading Inventory (RI), Phonics Inventory (PI), and Measures of Student Learning (MOSL). The data is analyzed to identify current student thinking and surfacing gaps. We also use the iRead Foundational Reading Program assessments for grades K - 2 and READ 180 lexiles for grades 3 - 5. The iRead Program is a computerized reading program which screens each student and assigns them their reading level or unit. The students are then continuously assessed and once they reach 49% in phonemic awareness, they are switched to the reading comprehension segment of the program.

2. What structures do you have in place to support this effort?
Teachers provide targeted instruction to address the strengths and next learning steps of the students. The students are grouped based on language proficiency. The teachers use authentic literature, story cards, and non-fiction magazines as well as other resources and materials such as Appendix B, and Eurika math.

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

For the past school year, we have been using Fundations, a multi-sensory, structured language program for grades K-2 and Self-Contained classes in grades 3 and 4.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   We use NYC Performance Tasks to assess the students' academic progress in both ELA and Math. Analysis of the results will show students' areas of need for each subject.

   We also use the iRead Foundational Reading Program for grades K - 2. This is a new digital foundational reading program designed to close the achievement gap early on and place all K - 2 children on a predictable path towards reading proficiently by grade 3. The iRead program analyzes students' growth by measuring their daily data collection and comparing it against grade-level benchmarks.

   The ELL Periodic Assessment, RI (Reading Inventory), PI (Phonics Inventory) and Fountas and Pinnell assessments provide teachers with detailed information about their students' strengths and needs in English Language Development and serves as a resource to help plan individual and group instruction. Some of the area of needs that are identified through the RI, PI and Fountas and Pinnell are students reading levels, vocabulary, comprehension skills, fluency, recognition of sounds and letters.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once the summative data has been gathered from all baseline assessments, it is discussed by the Dual Language teacher team for grades K-5. This team of teachers meets to ensure that research-based ELL strategies, language progressions and the principles of Universal Design for Learning (UDL) are incorporated into their instruction to provide support and equal access for all students, especially ELLs, FELLs and SIFE students. We also analyze Measures of Student Learning (MOSL) performance task data, as well as Fountas and Pinnell, HMH Reading Inventory, HMH Phonics Inventory. The team also uses the data to create a focus of study. A lesson study is created to implement best practices. The team develops the lessons and the teachers take turns teaching it after it is analyzed and changes are made to meet the needs of all students.

   The Dual Language teacher team meets to analyze student work and identify the current student thinking vs. the desired student thinking, as well as the implications for instruction for their targeted populations. Teachers have been and will continue to utilize this time to collaboratively plan and modify literacy lessons to meet the needs of our ELLs. Teams of teachers also are engaged in learning opportunities to provide students with explicit instruction in providing text-based evidence to inform and explain their writing during class discussions. The Dual Language Teacher Team uses vertical planning in order to provide continuity of instruction and best practices throughout the grades.

5. How does your school use 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.]
Response To Intervention (RTI):

We use multiple indicators such as Fountas and Pinnell, MOSL, RI scores, ELA and Math Benchmarks as well as teacher observations to accurately assess students' academic deficiencies.

Within the first month of school, data is gathered for students who are new admits. Updated data is also gathered for students who needed more than Core Instruction at the end of the previous school year. Students receive supplemental instruction from the classroom teacher, after analyzes of multiple sources of data. response to intervention is provided based on the area of weakness such as Phonemic Awareness, Phonics, Fluency, Vocabulary, or Comprehension.

Students who are identified as Tier 3 in the fall are given more intensive instruction by someone other than the classroom teacher. Instruction is based on the area of weakness. Our AIS/RTI coordinator who is also one of our data specialists, recommends research based programs based on a student’s area of weakness. Approximately every 6 to 8 weeks, students’ progress are reviewed and a decision is made if the program is working. If the program is working and the student still needs extra support they continue to provide RTI using a different program.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

NYSESLAT:

We evaluate the success of our Dual Language and ENL programs by analyzing the results of the NYSESLAT and the ELA state assessment using the ELL Data Analysis Tool (EDAT) and the RLAT during the Dual Language teacher team to create lesson plans that would meet the needs of all ELL students based on their language proficiency and acquisition levels. We also analyze the growth in reading levels as evidenced by Fountas and Pinnell scores. The 2017 NYSESLAT indicates that our students continue to show growth in the four modalities. In Spring 2017, 115 ELLs took the NYSESLAT exam. This year’s NYSESLAT results show that 10% are Entering, 13% are Emerging, 12% are Transitioning, 37% are Expanding and 30% at the Commanding level who became proficient (FELLS).

NYSITELL:

Fall 2017 NYSITELL is ongoing. This is the most recent results for kindergarten students: 35 students have been tested so far. There are 30 Entering, 9 Emerging, 6 Transitioning, 4 Expanding and 34 Commanding or Proficient students. During their literacy centers the students will be using living books and other audio-visual materials.

NYS ELA Assessment:

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

New York State English Language Arts (NYS ELA) data was analyzed to identify current student thinking and performance gaps. Our findings were that across all grades we found that our students were becoming more adept at citing evidence, and using relevant details from text to support their answers. However, it was noted that students are not using a sufficient amount of details to develop ideas, explain why the details support their inferences and are not elaborating properly. This led to our decision to continue the instructional focus of using evidence in argument to frame our work, provide a coherent structure to our instruction and provide students with the necessary instruction to meet grade level expectations as outlined in the CCLS. Analysis of our 2017 NYS ELA and NYS Math Assessment data indicates that although none of our ELLs scored at level 3 or 4, they are approaching grade level.
7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The School Wide Team and the school cabinet meet to review the data generated from the interim benchmark assessments, such as Fountas and Pinnell, Lexile scores, iREAD data, as well as NYS Assessments. The findings of all assessments are analyzed in our Dual Language Teacher Teams which meet every week. Our two DL Teacher Teams then decide on strategies and methodologies that can be implemented in their classrooms in order to address and target the learning gaps shown in the assessments.

Part IV: ELL Programming

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.

      ENL Program:

      We have an ENL push-in program. ENL is taught by two certified ENL teachers. Teachers provide ENL instruction with home language support as needed. Students are grouped heterogeneously. The ENL teachers provide support for their students through standalone and integrated ENL. Students receive the mandated periods of ENL based on their proficiency levels as measured on their NYSESLAT and/or NYSITELL scores.

   b. TBE program. If applicable.

      N/A

   c. DL program. If applicable.

      Dual Language Program:

      Our Dual Language program is a self-contained program, with one Dual Language class per grade. Classes are mixed heterogeneously across proficiency levels. Each teacher holds a Common Branch license and a Bilingual Extension license. A mix of English Language Learners and English Proficient students are enrolled in all of our Dual Language classes. The Bilingual teachers provide support for their students through standalone and integrated ENL.

      Instruction in the Dual Language classes alternate between Spanish and English, 70% of English and 30% of Spanish. ENL is provided/embedded during the guided reading block. Students receive the required periods of HLA, ELA and ENL based on their NYSESLAT or NYSITELL scores.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Dual Language:

Instruction in the Dual Language classes alternate between Spanish and English. 70% of English and 30% of Spanish. ENL is provided/embedded during the guided reading block. Students receive the required periods of HLA, ELA and ENL based on their NYSESLAT or NYSITELL scores.

All Students in the Dual Language classroom receive 45 minutes of Spanish HLA per day as well as 90 minutes in Bilingual Content Area subjects in Math and Science.

ENL:

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

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

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

Dual Language:

In the Dual Language classrooms, content area subjects are taught in both Spanish and English, using second language acquisition strategies and the use of content rich visual aides. Science is taught in Spanish and Math is alternated every other day between Spanish and English. As of this year, the entire school, grades K-5, will be using the Eureka-Engage NY Mathematics program. We will continue to use the technology-based programs, Math 180 and FASTT Math for Mathematics. Students receive targeted instruction based on their needs and next learning steps. We specifically use Harcourt Ciencias for Science since it comes in both languages. Spanish-English glossaries are available in Math, Science and Social Studies for all ELL students.

The science specialty teacher is Bilingual and provides Science instruction in the Spanish Dual Language classes. Universal Design for Learning (UDL) is provided through multiple means of presentation of new vocabulary and concepts.

ENL

Content Area instruction is delivered in English using UDL, content rich books, total physical response, as well as visual aides and realia. All classes in grades K-5 use the Eureka-Engage NY Math program. Teachers of ELLs in monolingual classrooms incorporate lots of second language acquisition strategies throughout the day, even when teaching content area subjects. Total Physical Response and the Language Experience approach are some of the methodologies used by ENL teachers. ENL teachers also use supplemental materials such as the Oxford Content Area Picture Dictionary. They incorporate non-fiction social studies and science books as part of the Guided Reading curriculum. Bilingual glossaries are used to support instruction in all content areas for ELLs who speak Spanish, Arabic and Bengali.

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

The English Language Learners in the Dual Language classes are assessed twice with a beginning and end of year HLA or Home Language Assessment MOSL in Spanish. It is designed to assess the student’s literacy achievement in Spanish. This test is administered to ELLs and EPs in grades K-5. Some ELLs in the Dual Language Classes are assessed in Spanish for Math, Science and Social Studies.
ELLs have the option to take the NYS Mathematics and Science Assessments in their native Spanish. ELLs who are speakers of other languages other than Spanish are provided an interpreter when taking these exams.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

**SIFE**

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

**Newcomers (Plan for ELLs in School less than 3 years):**

ELLs with less than 3 years of service who are deemed Entering or Emerging, receive 360 minutes of ENL instruction per week, 180 minutes of stand alone ENL and 180 minutes of integrated ENL/ELA. During guided reading these children receive small group instruction. The at risk students also receive the support of a paraprofessional who provides small group instruction using the My Sidewalks reading program. The students are grouped based on language proficiency to provide targeted instruction to address their strengths and next learning steps.

**Developing ELLs (Plan for Developing ELLs in school 4-6 Years):**

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

**Long Term ELLs (Plan for ELLs in school 6 years or more):**

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

**FELLs or Former ELLs:**

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

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

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

Teachers use several instructional strategies to teach ELL-SWDs. UDL, ENL strategies, scaffolding, native language support, vocabulary development and modified guided reading are some of the strategies used to accelerate English language development. Teachers also use the Eureka Engage New York Math Program, Read 180 and iRead technology-based literacy programs. Strategies like close reading and Total Physical Response or TPR are also used.

Plan for ELL Students with Special Needs/Disabilities:

Several of our ELLs are students with special needs. Some of our ELL students with IEPs are in general education classes. The ENL teachers push in to work with all of these students who are in a monolingual setting. The Bilingual teachers work with the students in the Dual Language classes. In addition, the upper grade students use the technology based System 44, READ 180, iREAD reading programs which focus on phonemic awareness, vocabulary development, comprehension and self-correction. ENL teachers provide ENL support to Special Education teachers by sharing ENL strategies and materials.

Native Language Materials:

Dual Language classes use the Treasures and Tesoros Series for guided reading. They also use Spanish textbooks for Math, Science and Social Studies. The Oxford Content Picture Dictionary and bilingual glossaries are used to provide native language support.

7. 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?

ELL: Modified Guided Reading as a support service for SWD students who are ELLs. ENL teachers and Dual Language teachers provide small group instruction during the guided reading/literacy block.

SWD: Specially Designed Instruction (SDI): Teachers adapt, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of a child that results from the child’s disability; this ensures access of the child to the general curriculum, so that he or she can meet the educational standards.

Least restrictive environment is always priority when designing and implementing a program. Special education should learn in the least restrictive environment (LRE). This means they should spend as much time as possible with peers who do not receive special education.

Student’s goals are aligned with common core standards. Students are held to the same standard as the general education student. Our school offers flex programming for students with disabilities. If the student is doing exceptionally well in an academic area, the student will move to a less restrictive environment for that period to meet their needs.

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

ELA Intervention/Support:

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

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

PS 108 will provide increased bilingual instruction by offering one Dual Language classes on the Pre-K level. This change is due to parent request and our feedback from parent workshops.
The data shows that most ELL students in the lower grades are below grade level in English Language Arts compared to their English Proficient (EPs) peers in the areas of vocabulary development and phonemic awareness.

As a result, we started a new phonic program called Fundations as well as a technology-based reading program called iRead for students in grades K - 2. Eurika math replaced the GoMath in our school.

Students in grades K-5 will be invited to partake in a special after-school program geared to meet the language needs of English Language Learners.

10. If you had a bilingual program, what was the reason you closed it?
N/A

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

Equal Access to all Programs:

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

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

Instructional Materials Including Technology:

ENL students in grades 3-5 use the READ 180 and System 44 technology-based reading program, while ENL students in grades K-2 use the iRead Foundational program.

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

All grades use the technology based math program called FASST Math.

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

Instructional materials in Content Areas:

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

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

Native Language Support

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

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

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

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met? N/A

16. 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). N/A

17. What language electives are offered to ELLs? N/A

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

   a. P.S. 108 has self-contained Dual Language classes. We have two Dual Language classes in Pre-K. There is one dual language class on each grade from Kindergarten to 5th grade. ELLs and EPs are integrated throughout the day. Each teacher has a bilingual license and provides instruction in English and Spanish. 70% of the instruction is in English and 30% is in Spanish. EPs and ELLs are integrated all day, for literacy, science, math, social studies, physical education, and the Arts.
   b. Social Studies is taught in English. Science and Math are taught in both English and Spanish.
   c. During guided reading students receive small-group instruction in English based on their strengths and next learning steps. Newcomers and Entering ELLs also receive guided reading instruction in Spanish.
   d. Emergent literacy is differentiated to meet the students at their point of entry. If it is deemed that the student will benefit from being taught in the child’s native language first, it will be sequential. If the child demonstrates strong literacy skills in Language 1, then the child will receive instruction simultaneously in both languages.
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 and non-pedagogic staff.) 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 and Support for School Staff

   The focus of our professional development plan for the 2018-2019 school year is to strengthen student work and teacher practice by continuing to examine and implement Next Generation Learning Standards and the Danielson Framework for Teachers. Our goal is to strengthen student work by refining classroom instruction with teacher effectiveness.

   Professional development is provided to every teacher in our school by our UFTTC staff developers. The following school personnel receive professional development along with the teachers: paraprofessionals, psychologist, guidance counselor, occupational/physical therapists, speech therapists, secretaries, school aides and the parent coordinator. The entire staff participates in special inquiry teacher teams where the needs of all our students, including ELLs and students with disabilities, are analyzed. All of our teachers are provided with common preparation periods during which the Staff Developers engage teachers in study group activities. The needs of our ELL students are addressed during these sessions and team meetings. The staff development team provides additional professional development to all teachers including teachers of English Language Learners through demonstration lessons, lesson studies, instructional rounds, model lessons, co-teaching and inter-visitations. We have a Dual Language Teacher Team for grades K-5. This team meets weekly.

   Teachers of ELLs in Dual Language and Monolingual classes attend professional development sessions. These workshops will cover the following topics:

   ELL Teacher Staff Development schedule

   New Teachers Meetings - Thursdays: 7:15AM – 8:00AM
   There is a Dual Language Teacher Team which meets on Mondays 8:45AM - 9:30AM.
   These Inquiry Team sessions provide Dual Language and ENL teachers the opportunity to develop lesson studies by analyzing student data and work samples. This is done to focus on strategies which can be implemented across the grades to move student achievement in the four modalities. There will also be professional development focusing on deepening teachers’ knowledge, understanding and application of second language acquisition strategies to support recently arrived ELLs.

2. 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.

   Our school provides professional development to all teachers and staff that specifically addresses the needs of English language learners. All teachers receive a minimum of 15% of the required professional development hours which is focused on best practices for co-teaching and integrating language and content instruction for ELLs, as well as language acquisition for English Language Learners.

   All bilingual and ENL teachers receive a minimum of 50% of the required hours in ELL specific topics such as language acquisition in alignment with core content area instruction, best practices for co-teaching strategies and integrating language and content instruction for ELLs. Training is provided during professional development days, faculty conferences as well as new teacher workshops. All staff is aware of the importance of providing support to the ELLs that attend our school and their families.

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

Jose P. Mandated Training

All of our new teachers will receive the 7.5 hours of ELL training as per the Jose P. mandate throughout the year. New special education teachers receive 10 hours of training. The Jose P. training will be held in the fall. The sessions will be a combination of after school and school day trainings. The after school sessions will be held on Wednesdays from 2:30PM-4:00PM, starting in November, 2018. Sessions will be conducted by the ENL teachers and a Bilingual teacher. During these meetings, teachers will be informed about compliance issues, the identification process for ELL students, testing accommodations and strategies for differentiating and supporting ELLs in their classrooms. Attendance, agendas and completion certificates will all be kept on file by the ENL teachers and the Assistant Principal in charge of ELLs.

Professional Development for ENL and Bilingual Teachers

50% of the total hours of PD are ELL-specific for ENL and Bilingual Teachers
15% of the total hours of PD for all teachers is ELL-specific.

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

ELL-specific PD is given during the extended day on Mondays from 2:21PM-4:00PM

Content Area PD

* Science teachers meet weekly with staff developers to discuss curriculum and strategies to support ELLs and SWDs
* Social Studies and Math professional development is given to all classroom teachers during weekly grade wide team meetings.

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

Agendas and sign-in sheets for all workshops and PDs are kept on file by Staff Developers.

Parental Involvement

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

Parental Involvement for Parents of ELLs
Teachers will individually meet with parents or guardians of new English Language Learners at the beginning of the year to welcome the parents and students. At the first Open House in September, the goals of the ENL and Dual Language programs, the types of assessments students will take, and the availability of translation and interpretation services will be discussed.

Teachers will also meet with the parents or guardians of English language learners during conferences, orientations, and Tuesday Parent Involvement time. These meetings will inform the parents or guardians about the child's language development in all content areas. Meetings will be held in English and in the parents' preferred language through the use of a translator. In-house Interpreters are available for French and Spanish speaking parents. We use the DOE’s over-the-phone translation unit for meetings involving parents who speak other languages.

Teachers will also meet with the parent or guardians of English language learners during conferences, orientations, and Tuesday Parent Involvement time. These meetings will inform the parents or guardians about the child's language development in all content areas. Meetings will be held in English and in the parents' preferred language through the use of a translator. In-house Interpreters are available for French and Spanish speaking parents. We use the DOE’s over-the-phone translation unit for meetings involving parents who speak other languages.

Teachers of ELLs meet with parents on Tuesday afternoons from 2:21p.m - 3:15p.m. During these meetings, parents are apprised of their child's language development progress and the interventions that will be utilized to help their child succeed.

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

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

We occasionally invite community based organizations to send in special speakers and offer their services to our parents.

PS 108 partners with Cypress Hills Community Development Corp. This community based organization provides GED, and ENL classes. They also hold informational sessions about job fairs, health care and other services.

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

All parents/guardians are invited to visit their children’s classrooms on a monthly basis during Family Fridays. These classroom visits are held on the last Friday of each month. It provides parents an opportunity to actively participate in their child’s school learning environment.

The Parent Coordinator evaluates parental needs by having parents fill out surveys indicating the types of workshops and/or services they would like us to offer.

PTA Meetings are held on the third Tuesday of each month from 4:30PM – 5:30PM. During these meetings, special student achievement is celebrated. Students who have perfect attendance and the student/athlete of the month from each class, are recognized.

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

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

**ELL Parent Involvement:**

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

We often invite community based organizations to send in special speakers and offer their services to our parents. PS 108 partners with Cypress Hills Community Development Corp. This community based organization provides GED, and ENL classes as well as hold informational sessions about job fairs, health care and other services.
Based on the needs assessment analysis of the parent concern forms and parent surveys, the following activities and workshops are being offered.

* "Grade Expectations"- Each grade engages in grade expectation workshops which provide parents with the school’s expectations for each grade

* Family Fridays - The last Friday of every month has been designated as Family Friday. At this time parents are invited to visit the classroom while instruction is going on so that they can experience the education we provide for their children.

* Dual Language Festival - This is a multicultural festival that is held in our school yard and/or cafeteria during the month of June. The culture and customs of our ELLs are celebrated at this event.

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

Additional Information

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

ELL Program Success

Upon reviewing the most recent NYSESLAT scores, we can see that our students are progressing through the hierarchy of modalities as expected. The overall proficiency levels continue to rise across the grades. On the Spring 2017 NYSESLAT, we had a total of 30 students who advanced one proficiency level or more. We also had 20 students become commanding.

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

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Constance Hahn, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interrupted-inconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

**School Name:**  **SAL Abbracciamento**  
**School DBN:**  **19K108**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constance Hahn</td>
<td>Principal</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Angelica Espinal-Hutton</td>
<td>Assistant Principal</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Joana Garcia</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Ruth Parker / Nancy Raza</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Christine Santiago</td>
<td>Parent</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Azucena Quintuna, 2 DL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Bienvenida Sanchez, 4 DL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Mary Scarpa</td>
<td>Coach</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Jennifer Persaud</td>
<td>Coach</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Ramona Jimenez</td>
<td>School Counselor</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Thomas McBryde</td>
<td>Superintendent</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Camila Holmes</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Josephine Ferretti</td>
<td>Other SETSS</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Giannina Garrido</td>
<td>Other School Psychologist</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Gilda Galassi</td>
<td>Other Assistant Principal</td>
<td></td>
<td>06/26/18</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

**DBN:** 19K108  **School Name:** Sal Abbracciamento  **Superintendent:** Thomas McBryde

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joana</td>
<td>Garcia</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Clara</td>
<td>Stevens</td>
<td>Testing Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

We use parent responses on Part III of the HLIS, the Parent's Preferred Home Language Report (RCPL), the Home Language Report (RHLA), the Adult Preferred Language Report (RAPL) on ATS, and student emergency contact cards, to track any new languages that are used in our school community. At registration we distribute the New York City Parent Guide to Language Access Language Cards which help the parents inform us of the language they speak. Looking at our language surveys, 47% of our students’ households speak a language other than English. The vast majority speak English and or Spanish. A few of our parents speak Arabic, Bengali, Haitian Creole, Urdu and Chinese.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>802</td>
<td>53.11%</td>
<td>786</td>
<td>52.05%</td>
</tr>
<tr>
<td>Spanish</td>
<td>687</td>
<td>45.5%</td>
<td>698</td>
<td>46.23%</td>
</tr>
<tr>
<td>Arabic</td>
<td>10</td>
<td>0.66%</td>
<td>8</td>
<td>0.53%</td>
</tr>
<tr>
<td>Bengali</td>
<td>5</td>
<td>0.33%</td>
<td>11</td>
<td>0.73%</td>
</tr>
<tr>
<td>Chinese</td>
<td>3</td>
<td>0.2%</td>
<td>3</td>
<td>0.2%</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>0.07%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.07%</td>
</tr>
<tr>
<td>Urdu</td>
<td>2</td>
<td>0.13%</td>
<td>2</td>
<td>0.13%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conference Announcements</td>
<td>September, November, March and May.</td>
<td>Parent Teacher notifications are downloaded from the DOE Intranet in the parents’ preferred languages.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If there are any parents whose language preference is not one of the 9 major languages translated by the DOE, we</td>
</tr>
</tbody>
</table>
Student handbooks, newsletters, monthly school calendars of activities, after-school information, Parent Workshop announcements, and trip permission slips.

Year round

PTA Meetings on the 3rd Tuesday of every month.

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

Documents distributed by the school community: teachers, guidance counselors, administration, etc., are disseminated in English and Spanish.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>September, November, March and May.</td>
<td>We use bilingual school personnel and over-the-phone interpretation services to ensure we can communicate effectively with</td>
</tr>
<tr>
<td>Attendance meetings, IEP Meetings, Family Fridays, PTA meetings and Parent workshops</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
Throughout the year

The attendance teacher and guidance counselor are both bilingual and will make calls in both English and Spanish. We also use translators for IEP meetings. We use the Interpretation and Translation unit for calls/meetings involving other languages.

### Tuesday Parent Engagement Meetings

**Every Tuesday from 2:30PM - 3:15PM**

During these Tuesday Parent meetings, teachers can communicate with parents/guardians who speak other languages by having telephone conferences with interpreters from the Translation Unit.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In case of an emergency, the language access coordinator will send out a message in English and Spanish to all parents via our automated phone messaging system. For parents who speak a language other than English or Spanish, there is a school staff member assigned to each grade, who will call the Language Line to have this message translated into the parent’s preferred language. The language line will call the parents with the translated message.

**Part C: Training Staff on Policies and Procedure**
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

On September 4th, 2018, Chancellor’s Conference day, Ms. Joana Garcia and Clara Stevens, our school LACs, will review Chancellor’s Regulation A-663 with the entire faculty. All staff members will receive a written copy of Chancellor’s Regulation A-663 in their school handbook. The handbook will also contain the phone number for the over-the-phone interpretation services and a step-by-step guide of how to access the language line. They will also be given guidelines for working with interpreters. They will be shown training videos on how to use the DOE translation and interpretation services.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

As per Chancellor’s Regulations A-663 all posters which advertise the availability of translations/interpretations upon request, are displayed in both the Main Office and the school’s foyer. The Language Access ID cards are available in the Main Office as well as by the security desk. The cards identify the parents/guardians language so that staff members are made aware of the parent’s translation needs. The availability of translation services is announced at PTA meetings, through school newsletters, and posted announcements in the general office. Our school ensures that parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

In order to gather feedback from our parents/guardians on the quality and availability of services we will provide our parents/guardians with surveys. We want parents to know that their feedback is valued, that their voices are being heard, and that their concerns about translation services are addressed.

The Language Access Coordinator, Ms. Joana Garcia, will handout a parent survey during parent teacher conferences in September. This year, the survey will include questions about the parents' experiences with the school's language services and how these services could be improved.