



PS 107Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 25Q107

ADDRESS: 167-02 45TH AVENUE
FLUSHING, NY 11358

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 107 **SCHOOL NAME:** Thomas A. Dooley

SCHOOL ADDRESS: 167-02 45th Avenue, Flushing, NY 11358

SCHOOL TELEPHONE: (718) 762-5995 **FAX:** (718) 461-4989

SCHOOL CONTACT PERSON: Patricia Howell **EMAIL ADDRESS:** phowell@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Terri Di Bella

PRINCIPAL: James S. Phair

UFT CHAPTER CO-LEADERS: Cara Jacofsky and Kathy Pare

PARENTS' ASSOCIATION CO-PRESIDENTS: Jackie Leto and Colette McArdle

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** 204

NETWORK LEADER: Diane Foley

SUPERINTENDENT: Diane Kay

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
James S. Phair	*Principal or Designee	
Cara Jacofsky** (Kathy Pare'-designee)	*UFT Chapter Chairperson or Designee	
Jackie Leto (Colette McArdle -designee)	*PA/PTA President or Designated Co-President	
Jackie Leto	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools;</i>	
Patricia Howell	Member/Administration	
Theresa DiBella	Member/SLT chairperson/UFT	
Pat Lombardo	Member/Staff Rep/UFT including special education, ESL	
Lily Widelec	Member/Staff/Para Rep/UFT, including special education, ESL	
Denise Arieli-Barufka	Member/Parent Representative	
Anne Giaramita	Member/ Parent Representative	
Christine Kemmett	Member/ Parent Representative	
Sandy Serra	Member/ Parent Representative	
Doreen Petri	Member/Parent/Special Education Representative	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PS 107 is a child-centered, barrier-free school located in Flushing, Queens, New York, serving an ethnically diverse population of approximately 925 students from over 20 countries in grades pre-kindergarten through five.

Classes are mostly grouped heterogeneously, with enrichment and academic intervention services provided throughout the grades. We are proud of our six self-contained special education classes, two IGC classes, and five reduced class size Academic Intervention Services classes in grades one through five.

PS 107 is considered a "Well Developed," "B" school recognized for our warm and nurturing environment and our collaborative approach of supporting the individual learning styles of all students. Our physically challenged/medically fragile students help define us as a social community and are full participants in all academic and extra-curricular activities. Parents, children, and staff members recognize our strong sense of community as being essential to creating the stimulating climate for learning that exists at PS 107. Students want to come to school because they "find learning fun." Parents are encouraged to be active members of our school community and feel welcomed and valued.

Our vision is to have all our students reach their academic potential by the time they graduate. We envision our school as an environment in which staff and parents are focused on empowering all students with the academic skills and rich civic and social experiences that will enable them to further their academic achievement and become active, responsible, and positive contributing members of society. Students develop important decision making, critical thinking, and technological skills, and the ability to communicate effectively. All members of our school community share accountability for creating a positive and supportive educational environment, and for achieving successful student outcomes.

Our mission is to provide a child-centered, standards-driven, language-rich environment that meets the academic, social, emotional, and physical needs of all our children for the purpose of fostering increased academic achievement.

All constituencies collaborate to maximize the learning potential of our students. By incorporating the richness of the children's diverse cultures into our instructional programs, encouraging individual expression through music and art, as well as increased success in all aspects of school work, we enhance children's self-esteem and self worth, making them more likely to become productive members of society.

Some of the school's special programs include music programs centered around children learning to play electronic pianos, percussion instruments, recorders, and violins, two glee clubs, a dance troupe, assembly programs, theater/drama, an art studio, two science labs, two fully stocked lending/research libraries, a state of the art technology program and lab, and physical fitness programs for all students.

We have partnerships with The American Museum of Natural History – Moveable Museum; The Museum of Modern Art; The Intrepid Air, Sea and Space Museum; The Center for Architecture; Elders Share the Arts; Queens Museum of Art; Puppetry in Practice; Brooklyn Conservatory of Music; “Music and the Brain”; Chelsea Bank/Classroom Inc.; Queens Council on the Arts; and Channel 13.

Extracurricular activities include the Hot Shots Basketball Team, Cheerleading, Chess Club, Student Government, Peer Mediation, Penny Harvest, NYC Dept of Parks & Recreation - Swimming, and Tennis.

SECTION III – Cont'd See Attached- We had difficulty downloading this section

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade								
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								

DEMOGRAPHICS							
Female							

2009-10 TITLE I STATUS				
<input type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="radio"/> 2006-07	<input type="radio"/> 2007-08	<input type="radio"/> 2008-09	<input type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

We reviewed the quantitative and qualitative data regarding student performance trends and other indicators of progress for our school. We reviewed the results from the many accountability and assessment resources available to us, both from New York State and New York City. In addition, we reviewed classroom data from a variety of sources such as predictive assessments, ITAs, running records, unit assessments, and conference notes. However, it should be noted that student performance and progress score trends from this year's State assessments in ELA and Math compared to previous years are not true comparisons as the scale score equivalents/cut scores for leveled performance changed for 2010 from prior years.

PS 107 is recognized as a "Well Developed," "B" school. Our commitment to providing the special programs we offer our students continues to be recognized throughout the school community, and is reflected over time in the Progress Report, Quality Review, and School Learning Environment Survey.

Our 2009-2010 Progress Report indicates that we continue to receive a category grade of "A" for our School Environment and a "B" for Student Progress. The category grade of "C" in Student Performance is a change from the 2008-2009 Progress Report grade of "A." Student performance for "all students tested" in both ELA and Math went down school-wide, based on the new cut scores for proficiency levels when comparing 2009 to 2010 results. The median student proficiency score dropped from 3.39 in 2009 to 3.21 in 2010 in ELA and from 3.98 to 3.57 in math. The Student Progress subcategories on the 2009-2010 Progress Report changed from 2008-2009, therefore subcategory comparisons cannot be made. However, for 2009-2010, 69.5% of all students tested and the school's lowest third were at the median growth percentile in ELA, and 72% of all students tested and 63.5% of the school's lowest third were at the median growth percentile for math in Student Progress. In addition, we did not receive as much additional credit on the 2009-2010 Progress report as we did in the previous year, 3.3/15 compared to 7.5/15. We continue to assess, revise, and evaluate the strategies utilized in our classrooms to meet the specific needs of all students.

We will continue to expand our Inquiry Team work this year to support student learning, continuing to identify "targets" of need. Based on the findings of our school-wide inquiry teams' work, analyzing data to improve student achievement continues to be an area of further investigation for the school community as we introduce and phase in the Core Curriculum State Standards (CCSS). Staff members have become proficient at collecting data across content areas, the next steps for all grades are to analyze student work deeper to inform instructional decisions and provide students with meaningful feedback to move student progress.

Our performance scores fell dramatically with the realignment of proficiency levels. Our students' annual yearly proficiency growth was already an area of interest for us, and both student performance and progress for all students remains a concern. We are investigating instructional strategies, such as incorporating critical thinking questions into all content areas, to support our students through specific school-wide inquiry studies that are shared with colleagues to meet the needs of all students. We continue to redesign instructional delivery to focus on differentiated lessons to meet the needs of all students, especially ELLs, AIS, and special education students, in addition to providing a variety of enrichment opportunities for students at levels 3 and 4 as we begin to align toward the CCSS.

It should be noted that when we disaggregated data into "Special Education" and "General Education" subgroups for the three years prior to the revised cut scores and re-banding of levels 1-4 on the 2010 NYS assessments we found the following: For the category "All special education students tested," 40% of the students achieved level 3 or above on the ELA in 2006, with a dip to 36.5% in 2007, then a rebound to 52.2% in 2008. During 2007, when most subgroups across the board experienced a decrease in students achieving at level 3 or above, grade three special education students scored 50% at level 3 and/or 4 in 2007, and then dropped to 40% in 2008. Yet this subgroup made exemplary proficiency gains in 2009 (33.3%). Yet in Math, grade three Special Education students' scores steadily increased: 61% in 2008 to 79% in 2008; they also made exemplary proficiency gains in 2009, 35% as reported on the Progress Report. Grade four and five Special Education students showed great gains in 2008 over 2006 (grade four: 42.9% to 52.2%, and grade five: 30.8% to 63.6%). In Math, during that same time period, grade four went from 52.2% to 70.8%, and grade five went from 50% to 82.6%.

For the year 2010, with the new cut scores, we found that all students tested in all grades 3-5 for the ELA performed at 69% for levels 3 and 4, with 78% of all general education and 28% of special education students scoring at or above level 3. Across the grades performance was fairly consistent for general education students (77%, 78%, and 78%), and grade 3 special education students performed at 35% and both grades 4 and 5 performed at 24%. In math, all students tested in all grades 3-5 performed at 77%, however, there was a significant difference between grade 3 scores (66%) and grades 4 (80%) and 5 (84%) achieving level 3 or above. This disparity amongst grades was evident for general education students in grades 3-5 respectively, 69%, 88%, and 91%. However, 38% of grade 4 special education students performed at or above level 3 compared to 52% of grade 3 and 48% of grade 5 students.

A significant challenge that continues for PS 107 is the performance of our special education students on NYS assessments, especially with the introduction and phase-in of the new CCSS. We find that our students' needs and abilities are not adequately measured by "traditional" standardized assessments, since most of our full time special education students are held accountable for meeting only 20%-60% of their grade's promotional criterion, as identified by their IEPs. However, statistically the school is held accountable for students with modified promotional criterion meeting the promotional criterion for their grade on all NYS assessments, which is incongruent with expectations of performance based on their IEP. The 2009-2010 Closing the Achievement Gap partial additional credit supports this conclusion.

When looking at general education students' achievement over the three years prior to the new cut scores for the 2010 assessments, for all students tested, 83.7% achieved at level 3 or above in 2007, 89.8% in 2008 and slightly higher in 2009 on the ELA. When looking at individual grades we noticed that grade three remained fairly consistent (88.3%, 87.9%), grade four had a slight increase from 90% to 92.6% while grade five went from 82.9% to 89.4% (the biggest improvement of scores) from 2006 to 2008. Similar findings were found for 2009. Yet, for 2010, we cannot compare students' proficiency levels in the same way. Based on these findings we have differentiated instruction to meet the specific needs of all students in all grades.

When analyzing our ELL subgroup's performance in both the ELA and Math assessments we found the following in the three years prior to 2010: In 2007, 24.6% of the 61 ELLs tested scored at or above level 3 compared to 83.9% of English proficient students. For 2008, 41.2% of the 34 ELLs achieved level 3 or above, compared to the 87.4% of English proficient students. In 2009 this subgroup made exemplary gains in both ELA (53.3%) and Math (25%). In 2010 this subgroup continued to make substantial gains by meeting or exceeding a level 3 in Math (60%). In fact, this group contributed to partial extra credit on the 2010 Progress Report (the previous year, this group received full extra credit points). We will continue to utilize a variety of instructional methods, including instructional software to build academic vocabulary and literacy skills in the upper grade classrooms, to meet the needs of ELLs. In addition, ESL teachers utilize a push-in model for primary grades as well as pull-out sessions for all grades to build a strong foundation for ELLs as they move up into the testing grades.

A trend we have noticed over the last three-four years is that upper grade students who have passed out of ESL continue to benefit from additional support in the classroom in order to gain the vocabulary and oral language skills necessary to become proficient in academic language and perform at proficiency standard levels.

Our science scores over the past three years continue to show steady student performance, achieving our AYP each year. In 2010, 71% of the ELLs taking the test achieved a level 3 or above compared to 57% in 2009. However, 93% of the general education English proficient students achieved a level 3 or above in 2010, with 94% in 2009. Supporting ELLs continues to be a focus in our school as the new CCSS are introduced and all students are held accountable in achieving proficiency standards.

Our social studies scores over the past three years have shown that over 90% of our general education students have performed at level 3 or above. More than half of our students with disabilities have not performed at or above level 3. Many of these students are in self-contained special education classes. In 2009, 10/15 ELLs performed at or above a level 3. Past years' data indicate we achieved AYP each year. We will continue to infuse literacy skills and strategies into content area learning as this aligns with the new CCSS, even though there will no longer be a NYS assessment measuring student achievement in this content area. Students will benefit from the continued focus we place on improving student proficiency in content area literacy and critical thinking skills relating to informational texts and expository writing.

Our Quality Review, from the fall of 2007, indicated that special education students and ELLs are well supported as we work to ensure that they make the best possible progress in their learning. In fact, all students are receiving differentiated instruction, with staff members receiving meaningful professional development to meet the needs of all students. The Learning Environment Survey supports these findings as well.

One focus area, which is a direct result of the 2010 Progress Report, is that we will continue to explore instructional practices and ways to improve student outcomes through the inquiry process. Another focus area, which is a direct result of the 2010 Learning Environment Survey, is that we have continued to increase parental awareness of school-wide outreach programs and activities within the community.

Over the past three years, we have expanded our means of communicating with parents and our scores have reflected an upward trend in parents' satisfaction with school-home communications. We are proud of our communications with parents. We constantly reflect on parent needs and requests as often discussed at School Leadership or PTA Executive meetings and respond accordingly. This year we are expanding our informational notices to include progress reports for students needing additional support for units of study in literacy and math. Parents will be provided with opportunities to address student needs with the classroom teacher on a routine basis throughout the year.

Materials sent home continue to be translated into many languages. We often have translators available at workshops and parent-teacher conferences to ensure parental understanding of workshop or meeting content. We provided two adult ESL classes for parents last year for beginning and intermediate English Language Learners. Based on the success of last year's Adult ESL program we have expanded the program for 2010-2011, with more parents attending this year. In addition, this year's program follows a more structured curriculum to support parents' communication needs. Feedback continues to be favorable and word-of-mouth recommendations have helped to increase parent participation in this program.

Our greatest accomplishments include:

- Reviewing, evaluating, and revising our instructional programs and planning to address the needs of all of our students to meet or exceed NYS standards as well as the CCSS in all content areas.
- Continuing the Fountas and Pinnell Benchmark Assessments school-wide to support increased proficiency and progress in literacy. These informal assessments are for all students K-5. Teachers are making data informed choices about instruction and goal setting utilizing the Fountas and Pinnell Benchmark Assessment results.
- Continuing the MONDO Oral Language assessments for Early Childhood grades to inform all instruction and goal setting.
- Continuing to utilize all components of the Everyday Math program school-wide. Teachers use the assessment component, to its full potential, to inform all instruction. Our focus will continue to be on the EM differentiation options for all students including children at, below and above state standards.
- Continuing to match instructional planning and delivery to unit goals in literacy and math as well as the content areas for all grades.
- Continuing to increase the use of different mediums for integrating technology into classroom and content area instructional programs. These mediums include laptops, smart boards and supportive software.
- Continuing professional development opportunities and support for utilizing the various technology mediums school-wide. Teachers continue to attend professional development sessions and share best practices in-house for technology based instructional strategies and applications for instructional delivery of lessons.
- Continuing to differentiate instructional delivery in meaningful ways by gathering, analyzing, and utilizing data to inform instruction, specifically for subgroups of students including AIS, ELLs, special education, and enrichment needs students.
- Continuing and expanding inquiry team work to inform instructional delivery decisions and practices. We continued a part-time data specialist position to support our staff members with hands-on support and professional development in analyzing and utilizing student data at a deeper level as part of their ongoing planning. Teachers are starting to align their analysis to the CCSS to improve student achievement.
- Expanding our inquiry work to deepen staff members' acquired knowledge of the inquiry process and to use their knowledge of data analysis to evaluate student work to inform instruction to "move" students to meet proficiency standards. Ninety-six percent of our staff members, including out-of-classroom teachers, are currently engaged in meaningful Inquiry Team work.
- Continuing to provide staff members with in-house PD to meet the needs of ELLs in the classroom, focusing on expanding a "critical thinking" curriculum for ELLs. In addition, all of our upper grade ELLs utilize the *Imagine Learning English* software program in their 3-5 classrooms. This program supports students at their individual levels of need to increase grade-appropriate vocabulary and literacy skills.
- Continuing to encourage and support instructional leaders across all grades and content areas, recognizing individual areas of expertise and strengths to build school-wide capacity of

in-house professional development and professional learning standards expertise. Grade leaders are recognized as instructional leaders. Staff members are encouraged to share their expertise and best practices school-wide as instructional leaders. They run turnkey PD sessions or provide opportunities for interclass visitations for colleagues.

- Continuing our school-wide focus of our content area specialists' (library, science, and technology) team-teaching program across all grades. The content area specialists support teachers and children in their classrooms during cycles of instruction, connecting literacy and critical thinking skills to expository content.
- Continuing to actively involve parents in school events and celebrations – continuing to get parents into the building and openly communicating with parents; increasing the number of translated communications to parents into many languages.
- Continuing to communicate instructional goals for units of study in literacy and math to parents on our school website. Students are informed of unit goals at the beginning of each unit of study in the classroom. In addition, parents receive “literacy” letters informing them of the instructional content of each literacy unit as well as providing strategies and activities for support at home.
- Continuing to share our school pamphlet with the community, highlighting all the curricular and extra-curricular programs our school offers, especially in light of recent budget cuts.
- Actively seeking and obtaining grant monies for the school through our parent coordinator's diligent efforts; providing workshops and programs such as the UFT-sponsored Parent Book Club.
- Continuing to provide beginning and intermediate ESL classes to our ESL parents, as facilitated by our Parent Coordinator.
- Providing our students with a wide range of experiences within the Arts including the art forms of theater/drama, visual arts, music and dance. Our musical instrument program provides every grade with opportunities to learn a variety of musical instruments.
- Celebrating over thirty-nine years of “Music in the Air,” a community tradition of all children participating in a three-night extravaganza of music, dancing, singing and performing.
- Utilizing a fully equipped and functional A.D.L. (Adaptive Daily Living) room for self-contained special education students. Students participate in activities that foster oral language development, reinforce mathematics, literacy, and content area skills. Such skills include: reading for a specific purpose, following directions, sequencing, and working with whole numbers and fractions. General education students have opportunities to utilize the A.D.L. room as well.
- Planning for the needs of all students by establishing AIS classes on grades 1-5, one class each grade; and by providing IGC classes on grades 4 and 5, even with the severe budget cuts we experienced this school year.
- Continuing to provide a language acquisition class for first grade students; this class includes, but is not limited to, ELLs.
- Having 100% of our classroom teachers tenured.

Some of the most significant barriers to the school's continuous improvement include:

- Maintaining or increasing the school's educational services and achievement in all academic areas in light of substantial budget cuts. Even though we became a Title 1 SWP school last year, we continue to suffer a tremendous loss to our budget.
- Having to excess two tenured teachers and return our literacy and math coaches to the classroom while increasing class sizes.
- Inability to maintain a series of successful and well received enrichment programs (the ELA-based Performer's Unlimited, the Mathematics-focused Math Mavericks, and the Fairytales Unlimited/Passport to the World program supporting ELLs), due to severe budget cuts. These programs had been in place for a number of years and were in demand, with attendance and interest in participating in these programs often exceeding program capacity.

- Providing differentiated Professional Development to match staff needs for incorporating and/or expanding Technology (including Smart Boards and laptops) in all content area instruction.
- Time and budget limitations for continuous ongoing professional development to support staff members in the Core Curriculum State Standards (CCSS), literacy, Everyday Math, content area skills, critical thinking skills, developing and utilizing formative and summative assessments, and data informed instructional planning. Opportunities for outside PD are extremely limited. We will take advantage of all Children's First network PD offerings supporting our work around the CCSS phase-in into our instructional programs. Scheduling time necessary to turnkey new information to, and/or work collaboratively with, colleagues remains a significant challenge.
- Budget limitations for acquiring the additional resources and materials needed to fully implement the CCSS into all content area and classroom instructional programs, specifically expanding on our nonfiction resources for all grade levels. In-house materials and resources will be redistributed throughout the grades as appropriate.
- Meeting the increasingly greater needs of our special education and medically fragile students.
- Including special education students in the school's performance and proficiency levels.
- An ELL population who must take all content area tests which impacts our school's performance and proficiency levels.
- An Early Childhood population with limited language acquisition skills, especially ELLs.
- Providing the skills and resources necessary for all students to compete in the technological world of the 21st century.
- Having the resources to provide children with books that match their independent and instructional levels in all content areas and genres, specifically in nonfiction.
- Continuing to strengthen the home-school relationship to support students, especially getting more ELL parents involved in school activities and ongoing communications.

Some of the most significant aids to the school's continuous improvement include:

- A stable, highly qualified and trained staff, many of whom continue their own professional growth beyond the school day.
- A stable, highly qualified staff, many of whom recognize the need to refine their assessment and data analysis skills to inform their curriculum mapping, instructional planning, and goal setting for all students in all subgroups.
- Continuing to find ways to support our staff members within the building for Professional Development although we do not have enough funding and resources to fully implement the PD plan we deem fully adequate.
- Continuing to support our special education students through a variety of health and academic services.
- Continuing to re-evaluate our thinking on student learning, achievement expectations, and the staff's commitment to providing students with a variety of learning opportunities to meet the needs of all children, as we begin to align instructional with the CCSS.
- Having a consistent block of time for teachers to meet with their Inquiry Teams, with protocols in place to facilitate the inquiry process.
- A strong sense of community which includes over 146 staff members and nearly 925 children and their families.
- Strong fundraising activities that provide "extras" such as the "Book of the Month" program.
- Active parents and parent volunteers continue to provide a wide range of activities that support and enrich our children's academic, social, emotional and artistic growth.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

We are a well-developed school as reported in our most recent Quality Review from October 2007. Additionally, we achieved a grade of "B" on our 2009-2010 and an "A" on our 2008-2009 and 2007-2008 Progress Reports. From these reports and all available data sources, P.S. 107's instructional goals for the 2010-2011 school year support this year's introduction and first year phase-in of the Core Curriculum State Standards and are as follows:

1. To continue to improve instruction in English Language Arts:
 - By June, 2011, 90% of all grade K-5 classroom teachers will incorporate differentiated critical thinking activities aligned to the CCSS into at least 3 reading and writing units of study for the purpose of supporting small group instruction as measured by student work samples.
2. To improve writing instruction resulting in improved student outcomes.
 - By June 2011, there will be a 5% increase of grade 3-5 at-risk students achieving writing proficiency benchmarks on post- unit Writing on Demand student work samples compared to pre-unit work samples for at least 3 units as measured by the New York State ELA holistic writing rubrics.
3. To develop teacher expertise in the effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction resulting in improved student learning:
 - By June 2011, 90% of all classroom teachers will develop formative and summative assessments for at least 3 units of study and analyze results to inform their teaching and to evaluate student learning outcomes, as measured by student work samples.
4. To deepen and expand the work of teacher teams using an inquiry approach that focuses on using student work to improve student learning.
 - By June, 2011, 90% of all grade level inquiry teams will expand their inquiry work and investigations to include data analysis of student work across the grade to inform instruction and improve student outcomes as measured by inquiry logs and student work samples.
5. To strengthen parent involvement and communications:
 - By June, 2011, 100% of all grade K-5 classroom teachers will provide specific curriculum-based feedback to students and parents on students' progress on formative and summative

assessments, with suggestions for improvement throughout the year as measured by a review of report card comments and classroom work feedback.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): English Language Arts #1

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June, 2011, 90% of all grade K-5 classroom teachers will incorporate differentiated critical thinking activities aligned to the CCSS into at least 3 reading and writing units of study for the purpose of supporting small group instruction and improving student learning outcomes as measured by student work samples.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continue to support grade level curriculum and instructional planning, providing additional resources when needed and available. Look at assessment tools teachers utilize and select components that best match students’ needs to inform differentiated instructional decisions. • Provide time for teachers, by grade level, and then across grade levels (vertical planning) in addition to their common planning periods to work with the Data Specialist and AP to analyze instructional practices and make data-informed instructional decisions about teaching of content and student learning of content. • Provide time for teachers to familiarize themselves with the literacy CCSS • Periodic reviews of student learning are scheduled after each of the following: Fountas and Pinnell, Periodic Assessments, and ITAs. • Periodic reviews of student reading responses, writing samples, and content area student projects will be done by grade to scaffold instruction based on student needs and across grades. • Teachers will develop lessons that incorporate critical thinking activities into units of study aligned with the introduction and phase-in of the CCSS • Through informal observations and formal walkthroughs administrators will monitor students’ proficiency in applying critical thinking skills to literacy units of study.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Paper costs; aide time for copying materials • Materials and resources - NYSTL monies • Flexible scheduling in-house to meet training needs and ongoing staff needs • Personnel costs - school budget • Title 1 ARRA monies
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers' programs reflecting common planning periods and specifically arranged assessment analysis periods • Classroom Charts • Attendance sheets for grade level meetings • Lesson plans • Formal and informal observations • Teacher's informal/formal assessments • Units of study- revised curriculum maps including critical thinking strategies and activities • Student work samples indicating evidence of improved achievement over time

Subject/Area (where relevant): Writing Instruction #2

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • By June 2011, there will be a 5% increase of grade 3-5 at-risk students achieving writing proficiency benchmarks on post- unit Writing on Demand student work samples compared to pre-unit work samples for at least 3 units as measured by the New York State ELA holistic writing rubrics.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Continue to support graded level curriculum and instructional planning providing additional resources when needed and available. • Look at specific writing assessment tasks and tools teachers utilize and select components that best match students' needs to inform differentiated instructional decisions. • Introduce and phase in the writing CCSS and exemplars to inform instructional decisions • Utilize CCSS exemplar task and annotations for proficiency as a guide for evaluating student work samples

	<ul style="list-style-type: none"> • Provide time for teachers, by grade level, and then across grade levels in addition to their common planning periods to work with the Data Specialist and AP to analyze instructional practices and make data-informed instructional decisions based on student writing products. • Periodic reviews of student learning outcomes are scheduled after pre- and post- unit Writing on Demand when using work samples as formative and summative assessments. • Periodic reviews of additional student writing, which may include: student reading responses, writing notebooks/folders, and content area student projects done by grade to scaffold instruction based on student needs. • Through informal observations and formal walkthroughs, administrators will monitor students' proficiency in applying writing strategies to their writing across units of study.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Paper costs; aide time for copying materials • Materials and resources - NYSTL monies • Flexible scheduling in-house to meet training needs and ongoing staff needs. • Personnel costs - school budget • Title 1 ARRA monies
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student writer's notebooks • Student writing on demand samples with rubric comments attached • Writing conference notes • Classroom Charts • Attendance sheets for grade level meetings • Lesson plans • Formal and informal observations • Informal writing assessments

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Teacher lesson plans
- Unit of study plans, including formative and summative assessment tools
- Teacher observations - formal and informal
- Classroom walkthroughs - formal and informal
- Assessment samples developed for measuring student outcomes
- Student work samples showing evidence of improved achievement growth over time

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Weekly Inquiry Team Meeting logs
- Schedule of meetings
- Grade level agendas
- Formal/informal classroom observations
- Schedules for professional development activities and walkthroughs
- Sub coverage schedules and lesson plans to support visitations if budget allows
- Student work samples with evidence of improved achievement over time

Parent Involvement # 5

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June, 2011, 100% of all grade K-5 classroom teachers will provide specific curriculum- based feedback to students and parents on students’ progress on formative and summative assessments, with suggestions for improvement at throughout the year as measured by a review of report card comments and classroom work feedback.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Classroom teachers will meet with grade-level colleagues, content specialists and SETSS teachers to discuss student progress, appropriate comments and next steps to share with students and parents. • Review grade specific standards and appropriate goals by grade, which are in the process of being aligned to the CCSS. • Opportunities to discuss student progress as a grade will be provided to classroom teachers, content specialists and SETSS teachers. Opportunities will include, but are not limited to, grade conferences, faculty conferences, technology training, modeling/intervisitation sessions and professional development sessions based on need, to analyze and note trends in student work. • Staff use of conferring notes/goal summary sheets in literacy and math to discuss student progress and next steps • Communicate students’ progress on assessments to parents throughout the school year. • Communicate students’ progress on assessments and classwork to students as needed throughout the school year. • Posting curriculum unit expectations for core subjects on the PS 107 website to inform parents and students of grade-level expectations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Translation services - school budget allocation • Paraprofessionals translating services - school budget – staffing - school budget allocation • Administrators, grade leaders and support staff - school budget allocation • Technology specialist - school budget allocation • Materials/supplies - school budget allocation

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Periodic reviews of teacher comments on or about student work
- Reviews of report cards for each marking period
- Conference notes
- Classroom formal and informal visits
- Discussions and peer “sharing” of comments at grade and faculty meetings will serve as periodic reviews of teacher communications with parents and students.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Projected numbers for 2010-2011, pending assessment results

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	32	28	N/A	N/A	12	2	4	1
1	32	28	N/A	N/A	12	2	3	1
2	62	21	N/A	N/A	15	1	0	1
3	51	27	N/A	N/A	20	2	0	0
4	60	33	N/A	N/A	25	2	1	1
5	55	28	41	41	25	3	1	0
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Grades K-5 small group work, SETSS support during the day; intervention through small group work during extended day sessions</p> <p>Kindergarten small group intervention: phonics-enriched program during the day</p> <p>Grades K-1 Foundations small group during the day; Grade 2 during SETSS sessions during the day</p> <p>Grade 1 Recipe for Reading - an intervention program, small group daily</p> <p>Chelsea Bank is a simulation software program that integrates real world problem solving skills into a simulated banking model, connecting what students learn in school to real life (outside world) situations.</p>
Mathematics:	<p>Grades K-5 Everyday Mathematics; manipulatives; SETSS support during the day; small group work during the day; intervention through small group work during extended day sessions</p> <p>Chelsea Bank is a simulation software program that integrates real world problem-solving skills into a simulated banking model connecting what students learn in school to real life (outside world) situations.</p>
Science:	<p>Grade 4-5 literacy materials and skills in the content area of science and the content area specials' services 2-3 times/week during team teaching cycles of instruction, during the day; two full-time science teachers, science lab/hands-on experiments, early morning test prep sessions (six) prior to the NYS test</p>
Social Studies:	<p>Grade 4-5 literacy materials and skills in the content area of social studies and the librarian's services 2-3 times/week during team teaching cycles of instruction, during the day</p>
At-risk Services Provided by the Guidance Counselor:	<p>Small group and one-to-one sessions during the day; play therapy, peer mediation, anger management, group discussions, peer pressure, social skills, behavior modification programs, chess club. Consistent parent contact and follow-up with counseling agencies, ACS and physicians regarding medication issues and student progress</p>
At-risk Services Provided by the School Psychologist:	<p>Small group and one-to-one services, counseling, play therapy, group discussions during the day</p>
At-risk Services Provided by the Social Worker:	<p>One-to-one services during the day</p>
At-risk Health-related Services:	<p>One-to-one services during the day; screening for OT/PT/Hearing/Speech; OT/PT therapy, nursing services</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

LANGUAGE ALLOCATION POLICY 2010-2011 P.S. 107Q The Thomas A. Dooley School

I. School ELL Profile

A. Language Allocation Policy Team Composition

See Appendix 1 – LAP Worksheet

B. Teacher Qualifications

See Appendix 1 – LAP Worksheet

C. School Demographics

See Appendix 1 – LAP Worksheet

P.S. 107 located in Flushing, Queens is a large public elementary school serving approximately 925 students from pre-Kindergarten through 5th Grade. English Language Learners account for 13.5% of the K-5 population and are served primarily in a pull-out program by two full-time ESL-certified teachers. The majority languages other than English at P.S. 107 are Chinese, Spanish and Korean which account for 50%, 24% and 14% respectively of the ELL population. Other languages spoken by ELLs at our school include Albanian, Amoy, Bengali, Dari, Hebrew, Pashto, Punjabi, Russian and Urdu. English Language Learners are grouped for instruction by grade and proficiency level in order to best meet their learning needs.

II. ELL Identification Process

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications for conducting the initial screening, administering the HLIS, and the LAB-R (if necessary), and the formal initial assessment. Also, describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

When parents enroll their children at P.S. 107, as new admits to the NYC school system, during the academic school year, pupil personnel secretaries alert appropriate pedagogical staff members so that an informal oral interview in English may be conducted, and to ensure that the Home Language Identification Survey is completed appropriately. Bilingual staff members are called upon as necessary to conduct an interview with parents in their native language. If a speaker of the home language is not available, a call is placed to the NYCDOE Translation Unit to conduct an oral interview by telephone. Based on the findings of the oral interview(s), and the completion of the Home Language Identification Survey, ESL teaching personnel administer the LAB-R when necessary.

At the beginning of the academic school year, ESL teachers run appropriate ATS reports (RLAT, RLER, RNMR, etc.) in order to discover the results of the previous year's NYSESLAT. Once students are identified as entitled or non-entitled ELLs, appropriate next steps are taken to inform parents of their status. The running of ATS reports also alerts ESL teachers to the presence of ELLs new to our building who have transferred from other NYC schools.

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

Upon identification of new ELLs in the building based on LAB-R hand scores, ESL teachers send a language-specific communication from the EPIC toolkit home to parents (including the Parent Brochure), and invite them to come and view the multilingual DVD explaining program choices. Parents are invited and encouraged to come to the building as soon as ELLs are identified so that they may understand their choices via the EPIC multilingual DVD and/or face-to-face explanations from bilingual staff. For the convenience of working parents, and for parents who enrolled their children during the summer months, a multilingual evening workshop is scheduled within the allotted identification time frame, and the DVD is viewed and discussed. Bilingual staff members are always on hand at the evening workshop so that questions and concerns may be addressed in the native language. Parents are then able to make fully-informed choices for their ELL child(ren).

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection Forms are returned? (If a form is not returned, the default program is Transitional Bilingual Education as per CR Part 154.)

As soon as LAB-R hand scores are available, ESL teachers send language-specific entitlement letters and Parent Brochures from the EPIC toolkit home, inviting parents to come to school to view the multilingual DVD explaining program choices, and to make their selection via the Parent Survey and Program Selection form. ESL teachers, ELL parents and bilingual staff enjoy good community relations at P.S. 107, so that parents are comfortable setting up appointments to learn more about our program and to have their concerns regarding program selection addressed. To ensure best compliance, and for the convenience of working parents, we hold day- and night-time workshops with bilingual staff on hand where parents can view the DVD and complete the survey. For parents who choose not to come to school to attend Parent Choice DVD screenings, a letter is sent home in the native language with a parent brochure reiterating the importance of viewing the informational DVD and completing the survey on behalf of their child(ren). If no response is forthcoming, a second round of these letters is sent home including a survey. Our third action is to attempt telephone contact with the parents to make sure they received our letters, and to stress the importance of returning the survey. We achieved a 100% response on Program Selection Forms for the school year 2010-2011, as we did in 2009-2010.

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

At P.S. 107, LAB-R hand scores and NYSESLAT proficiency levels are the criteria used to identify and place Limited English Proficient students in the school's English as a Second Language instructional program. Parent notification letters in the home language are distributed to all English language learners, whether newly identified, continuing or transitional.

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, what is the trend in the program choices that parents have requested? (Please provide numbers.)

The results of the Parent Choice paperwork indicate that most parents choose the ESL program offered at P.S. 107 (54% over a three-year period). Numbers of non-ESL choices within the top home languages vary from year to year, but have not approached a number appropriate or required for a Transitional Bilingual or Dual Language class. For example, in 2009 there were a total of 18 parental choices for alternatives to the ESL program in the top three home languages in our school (Spanish, Chinese, and Korean), and in 2010 there were 13. However, the single largest language/program request within the 31 was for TBE in Spanish (7 in 2009 and 3 in 2010). This trend of having fewer than 15 students in two contiguous grades has continued for the past several years. The small amount of requests for alternative programs has not been conducive to the creation of new program classes.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and offerings? Describe specific steps underway.

The majority of P.S. 107 parents request our school's ESL program. Numbers of parents requesting alternative programs are small. For parents who want to pursue Transitional Bilingual or Dual Language placement, information about alternative programs in the district is shared by ESL teachers and other bilingual staff. Once parents have visited our school, met with teachers, and become part of the P.S. 107 community, they are reluctant to leave in pursuit of alternative language programs. We will continue to monitor parent choice on a yearly basis to make sure that we are in alignment with parent preferences.

III. ELL Demographics

A. ELL Programs

See Appendix 1 – LAP Worksheet

B. ELL Years of Service and Programs

See Appendix 1 – LAP Worksheet

C. Home Language Breakdown and ELL Programs

See Appendix 1 – LAP Worksheet

This year, P.S. 107's English as a Second Language program is comprised of ten instructional groups formed by grade and proficiency level.—The majority of our ELLs are receiving their first three years of service (92%) while 8% are in their fourth year or later. Our ELLs follow established patterns of acquisition and proficiency, and tend to exit the program within four years of entry.

Programming and Scheduling Information

1. How is instruction delivered?

a. What are the organizational models (e.g. Departmentalized, Push-In (Co-Teaching), Pull-Out, Collaborative, Self-Contained)?

If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.

At P.S. 107, ESL instruction is delivered via pull-out and push-in organizational models. Non-English speaking Beginners are pulled out in age/grade-appropriate groupings for the mandated 360 minutes per week of instruction. Advanced ELLs are pulled out in age/grade-appropriate groupings for the mandated 180 minutes per week of instruction. ESL and classroom teachers meet on a regular

basis in order to align curriculum and instruction to maintain school-wide consistency of focus. The push-in model is implemented where possible in classrooms that are conducive to such with high concentrations of ELLs. We recognize that push-in has become the primary model within New York City, and we continue our efforts to implement the model into more of our classrooms. In fact, P.S. 107 has continued a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by the ESL teachers pushing in daily. This program is in its second year of implementation, and has resulted in an increase of ELLs scoring at proficiency on NYSESLAT and a decrease in referrals to Special Education (none in two years).

b. What are the program models (e.g. Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

The basic program model at P.S. 107 tends to be homogeneous since we group our students according to grade and proficiency level. However, during push-in instruction, by nature, we deal with heterogeneous groups as the student population in any given classroom tends to be mixed.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

ESL instruction is delivered by certified ESL teachers in the pull-out and push-in models. Small groups of ELLs arranged homogeneously receive instruction in the four modalities based on the mandated number of instructional minutes required by CR Part 154. In fact, ESL instruction schedules are created solely based on the mandated number of instructional minutes in order to comply with Federal, State and Local requirements.

a. How are explicit ESL, ELA and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

ESL instruction is delivered in our school's English as a Second Language program according to mandated instructional minutes for each proficiency level. ELA instruction is delivered by certified Elementary Education classroom teachers who schedule Reader's and Writer's Workshop periods daily. Mandated minutes of ELA instruction for ELLs are exceeded by classroom teachers on a weekly basis. Our program model does not include NLA instruction.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

ESL teachers access monthly grade-level curriculum mapping in order to align ESL instruction with general curriculum. ESL and classroom teachers confer on a regular basis to ensure alignment of content area instruction in order to maintain school-wide consistency of focus to support ELLs throughout the school. ESL methodologies, such as scaffolding, text deconstruction, and other strategies learned during professional development, are employed in order to promote and support learning in the content areas while enriching language development at the same time.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

Once a SIFE is identified, P.S. 107 protocol is to make available all existing support structures that might benefit the student such as Extended Day, Resource Room, Speech and/or Tutorial Periods. Especially for upper-grade SIFEs, ESL teachers share instructional techniques and resources with classroom teachers in order to support students at appropriate levels.

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

All ELLs receive mandated ESL instruction as per CR Part 154 regulations. Newcomers who arrive in grades 3-5 are encouraged to take advantage of P.S. 107's Title III Morning Program which provides additional support for our ELLs as they prepare to participate in NYS assessments (i.e. ELA, Math and Science). Some test-taking techniques and strategies are included in the overall instructional delivery of our program, however, since test-taking is not a generic part of language acquisition, our program does not focus unduly on it. At P.S. 107, a buddy system is in place in order to provide newly-arrived ELLs with more English-proficient fellow native speakers as buddies. This helps lower the affective filter for language acquisition. In addition, bilingual picture dictionaries and dual language glossaries are in place to help support new learning.

c. Describe your plan for ELLs receiving service 4 to 6 years.

A very small number of P.S. 107's ELLs are receiving services beyond four years. Of these, half are students receiving Academic Intervention Services. Our plan for these students includes mandated Extended Day and Related Services as required by their individual academic needs and IEPs where applicable.

d. Describe your plan for Long Term ELLs (completed 6 years).

At P.S. 107 there are no students who have completed 6 years of ESL instruction. We continue to monitor our population and plan for their distinct needs as individual situations arise.

e. Describe your plan for ELLs identified as having special needs.

P.S. 107 students with special needs (e.g., cognitive and physical special needs, medically fragile students, etc.) who are identified as ELLs are included in the mainstream ESL program based on collaborative judgment between ESL teachers and our school's Health Coordinator. ESL strategies and instructional methods are utilized in order to maximize the educational benefit to these children based on their individual learning needs.

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

P.S. 107's Title III Morning program targets ELA, Math and Science preparation for all ELLs. ELLs also benefit from our Extended Day program where they work in small groups with their classroom teachers targeting specific areas of need. Where appropriate and/or mandated, ELLs attend SETSS sessions tailored to their specific academic needs.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT).

Starting in September 2008, the NYS Education Department extended testing accommodations for transitional ELLs. P.S. 107 is fully compliant with these mandated accommodations. Further transitional support is available through the Extended Day program for former ELLs. The Title III Morning Program structure invites transitional ELLs to participate in order to support them as they prepare for NYS assessments.

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

For the second year, P.S. 107 is continuing a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by other ESL teachers' pushing in daily. By combining grade level curriculum, the language expertise of the classroom teacher, additional language support such as the Wilson Foundations program, with a group of students who have the most to gain from a language-rich environment, we saw strong gains in literacy skills and English language proficiency. For upper grade non-English speaking Beginners, the Wilson Foundations program is also utilized to lay the foundation for our ELLs' learning of the Roman alphabet and sound-letter correspondence. In 2009-2010, P.S. 107 introduced the *Imagine Learning English* software program for use with our upper-grade Beginner ELLs in order to increase grade-appropriate vocabulary and literacy skills. This program includes individual assessment and tracking, and provides progress reports that can contribute to appropriate differentiation of instruction. For 2010-2011, we have expanded the program; all 3rd, 4th and 5th grade ELLs are participating in the *Imagine Learning English* software program.

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

The Fairytales Unlimited/Passport to the World program supporting ELLs was discontinued due to severe budget cuts. Although this particular program was discontinued, we plan to offer a morning program to support ELLs' academic achievement, pending budget allocation.

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

At P.S. 107, ELLs are included in all before-, during- and after-school activities, and are encouraged to participate in all appropriate school community activities, clubs, teams, etc.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Materials used to aid instruction of ELLs include picture dictionaries in Chinese, Korean and Spanish; realia; picture and photo cards; manipulatives; Reader's Theater; various trade books; and leveled readers. *Imagine Learning* software is fully implemented for all ELLs in upper grades. In addition, computers and computer learning software is utilized in small-group ESL instruction. Classroom teachers are also encouraged to allow ELLs time on classroom computers visiting language learning sites such as www.esl-kids.com, www.everythingESL.net, www.starfall.com, and other appropriate educational websites previewed by ESL teachers.

11. How is native language support delivered in each program model? (TBE, Dual Language and ESL)

Bilingual picture dictionaries in our community's major home languages are available to all ELLs. Children are always encouraged to bring native language materials to school to share with teachers and classmates, and to aid in the transitional period of adjustment they experience as newcomers. Bilingual staff are on hand to support students and their families. In addition, ESL teachers encourage ELL families to maintain the use of their L1 at home in order to promote literacy skills that transfer from the native language to English.

12. Do required services support, and resources correspond, to ELLs' ages and grade levels?

Yes.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Not applicable

Schools with Dual Language Programs

Not applicable

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs).

ESL teachers at P.S. 107 will attend professional development workshops provided by our CFN. During the 2010-2011 school year, ESL teachers will provide support and PD to staff members in such areas as BICS, CALP, and connecting L1 literacy skills to L2. ESL teachers meet informally with classroom teachers to discuss strategies to use with ELLs throughout the day. ESL teachers will plan, model, and co-teach lessons with the teacher of our first grade language acquisition class. Our ELL Network Support Specialist will continue to share strategies and support the teacher of this class. The language acquisition classroom teacher will attend workshops,

when available, over the course of the year, September, 2010 - June 2011. The principal and the ESL teachers participated in a year-long study group supporting ELL instruction and language acquisition last year to support our school-wide commitment to supporting ELLs and the staff members providing services for them. This instructional support will continue for the 2010-2011 school year.

During faculty conferences, grade team conferences and Inquiry Team meetings, ESL teachers cover a variety of issues, such as identification of ELLs, the ESL program, compliance with Federal, State and Local requirements, and strategies and techniques that work with ELLs in the acquisition of English and the learning of content area material.

2. What support do you provide to staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ESL teachers provide information to teachers who are creating articulation cards for graduating ELL students. Such information may include years of service, proficiency levels and personal teacher observations of the student. ESL teachers are also available to share information with middle school personnel who make inquiries about P.S. 107 graduates coming to their schools.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and Bilingual licenses, as per Jose P.

ELL training for classroom and cluster teachers is provided through faculty conferences presented by certified ESL teachers. This is in addition to any ELL training teachers have received as part of their teacher education or continuing education programs.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.

The P.S. 107 school community enjoys a high level of parent involvement. Our school is a welcoming environment for students, families and visitors. Our PTA enjoys a large and committed membership who contributes their time and energy to many projects that benefit our school and school community. Our Parent Coordinator creates, organizes and facilitates many opportunities for parent and family involvement in the way of day- and night-time workshops. Some of the workshops held at P.S. 107 are Daddy and Me, Build-a-Kite, Everyday Math, Open Doors ELL (parents & children workshops), Bullying Prevention, Organizing your Child, Movie Night, Candyland, Adult Book Club, and Parent ESL classes for beginners and advanced learners. In particular, ELL parents participate in school activities because P.S. 107 does not let language act as a barrier to a full and representative community. Parent notices go home in the home language and bilingual staff are available throughout the day as well as at night-time workshops to assist ELL families. At P.S. 107, communication between school and all parents is full, open and ongoing. Our staff and parents keep in touch in many ways: appointments, conferences, email, telephone meetings, classroom newsletters and the monthly school bulletin *Guidepost*.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We partner with the public library and various local museums to create opportunities for student and family involvement in our P.S. 107 school community.

3. How do you evaluate the needs of these parents?

We listen to our parents via the learning environment survey, conversations with staff, email correspondence, and through home language evaluation/reflection forms which parents are required to fill out at the end of each workshop. Based on workshop evaluation responses, our parent coordinator tailors future workshops to best suit our families' interests and needs. We also supply a translation service by phone so that non-English speaking parents can call with their requests, questions or concerns, and they receive responses within 24-48 hours. Parents may also leave phone messages in their native language for translation on a daily basis, if needed. Whenever a staff member is alerted to a situation wherein a family needs support, guidance or referrals, they alert other appropriate staff, and situations are addressed and resolved in a very timely manner.

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

Parents of the P.S. 107 school community want to be involved in their children's educational life. Due to the variety of parent involvement activities found at our school, parents' needs are well met, which is reflected in our school's Learning Environment survey. Of parents who responded, 95% were satisfied or very satisfied with their opportunities to be involved in their child's education, and 93% were satisfied or very satisfied with how well our school communicates with them. Based on this data, we conclude that our parental involvement activities address the needs of our parents.

IV. Assessment Analysis

A. Assessment Analysis

See Appendix 1 – LAP Worksheet*

***PLEASE NOTE: Discrepancy between total number of ELLs in school (128) and total number of NYSESLAT/ LAB-R proficiency scores (124) is due to 12:1:1 Special Education ELLs who were not given LAB-R at their school of first admission to the system, and/or, such low scores on NYSESLAT that they are labeled "invalid" and are interpreted by ATS as having not taken the test.**

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g. ECLAs-2, F&P, etc). What insights does the data provide about your ELLs? How can this information help inform you school's instructional plan? Please provide any quantitative data available to support your response.

At P.S. 107, Fountas and Pinnell is the primary literacy assessment tool used to generate data about early literacy skills for all students including ELLs. The Fountas and Pinnell assessment system provides teachers with an overall reading level, which is determined by combining data on accuracy and comprehension. In extremely general terms, ELLs are usually assessed at levels that are somewhat behind their grade-level peers due to their limited understanding of academic language and content area concepts, which affect overall reading comprehension. Therefore, instruction for ELLs focuses on reading comprehension strategies as well as word identification and accuracy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In Kindergarten, students at P.S. 107 tend to fall mainly into the Advanced category. Beginner/Intermediates may be accounted for by the number of non-English speaking households of the Kindergarten students who enroll in our school. Children with any English proficiency tend to do well on the LAB-R due to the emphasis on oral language that characterizes the K-level LAB-R. Moving to the 1st grade data, proficiency levels are determined by the NYSESLAT taken at the end of Kindergarten. LAB-R and NYSESLAT are two different and unaligned assessment instruments. NYSESLAT is more academically challenging than LAB-R with a greater emphasis on print conventions and higher order cognitive skills. By the end of 1st grade, and after two years of ESL instruction, most children are scoring at the Advanced level if not passing out. Moving through the upper grades, numbers of Beginners tend to be accounted for by new arrivals and 12:1:1 Special Education ELLs. For example, we notice that our 5th grade appears to have a recent increase in the number of Beginners. This is due to the enrollment of four new arrivals to the United States. An overall pattern for all grade levels is that for the most part, students move up through the proficiency levels at an expected rate. Students are classified at Advanced levels in Listening and Speaking at a higher rate than Reading and Writing. This follows the expected acquisition pattern of BICS before CALP.

3. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

Teachers review available data (e.g. LAB-R scores, NYSESLAT scores, RNMR information) and determine the best course of action for each student. Based on this student data, instructional groupings are created so that the most efficient instructional delivery may occur. Using modality information helps our school staff identify the areas of most need for each student. Small-group targeted instruction is the focus of our ESL program.

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the Native Language?

Looking at NYS test results, it is immediately apparent that ELLs at P.S. 107 unsurprisingly perform better on NYS Math than they do on NYS ELA. Lower test scores overall in ELA as compared to Math are due to several factors. First of all, English is not the native language of ELLs taking this test. CALP has not been acquired to the extent needed to perform at a Level 4 on this assessment. Secondly, ELLs in 4th and 5th grade fall into two categories: students who are in their first three years of ESL services (i.e. students who were formerly exempt from ELA) and long-term ELLs who exhibit overall academic deficiencies. Thirdly, new cut scores were used to determine the results of the 2010 ELA. In terms of Native Language versions of State tests, more of our students took them this year because we had more new arrivals from other countries than in previous years although numbers are still too small to generalize. However, we can state that in tests other than ELA, our students achieved scores of levels 3 and 4 at a rate of 2:1 over scores of levels 1 and 2. The inverse is true for ELA wherein students achieved scores of 1 and 2 at a rate of 2:1 over scores of levels 3 and 4.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Our school does not administer the ELL periodic assessments. Our students participate in school-wide periodic assessments. Results of periodic assessments are shared with teachers of ELLs in order to make teachers aware of the areas of most need, and to tailor instruction accordingly. Materials and strategies are shared among ESL teachers and other staff to maintain school-wide consistency of focus.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Reading and Math Periodic Assessments generate data about all our students including ELLs. ELLs participate in Periodic Assessments which are given in English. The data tend to reinforce what is already known about our students, yet, we continue to look at the data in order to refine our instructional practices, especially when the item analyses are reviewed.

5. For dual language programs...

Not applicable to PS 107

6. Describe how you evaluate the success of your programs for ELLs.

At P.S. 107, 92% of ELLs are within their first three years of service based on the latest data available to us. The remaining 8% are receiving extended servicing. Our ESL program demographics reflect normally expected patterns of language acquisition in elementary education students. We evaluate the success of our students based on quantifiable and qualitative data. First, we use various quantifiable assessment data to gauge different factors. Some of these factors include English language proficiency levels (results of NYSESLAT and RNMR to better understand proficiency within the modalities); reading levels (results of Fountas and Pinnell assessments) and content area knowledge (results of NYS ELA, Math and Science tests). Next, we utilize qualitative data to integrate the numbers with the actual students in our charge. Conferencing, conversations, anecdotal records, student portfolios, and our relationships with students and their families provide a well-rounded picture of our ELL population. Formative and summative data inform our decisions in how to place students in appropriate groupings and what to focus on in instruction. Based on the data, our students have made great strides in Listening and Speaking, but still need extra support in the academic areas of Reading and Writing. Given this, we will improve our instructional practices in order to support the success of our ELLs in academic areas.

V. LAP Team Assurances

See Appendix 1 – LAP Worksheet Below:

Appendix 1:

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District I.C.I. / 25	School P.S. 107 / Thomas A. Dooley
Principal James Phair	Assistant Principal Patricia Howell
Coach	Coach
Teacher/Subject Area Jacqueline Bois / ESL	Guidance Counselor Nora Tomei
Teacher/Subject Area Elizabeth Watts / ESL	Parent Sandy Serra
Teacher/Subject Area Debbie Brumer / IEP	Parent Coordinator Ourania Malandrakis
Related Service Provider Barbara Kessler	SAF Denise Smith
Network Leader Diane Foley	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	24 Classroom 10 Cluster

C. School Demographics

Total Number of Students in School	925	Total Number of ELLs	128	ELLs as Share of Total Student Population (%)	13.5%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0				0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0				0
Freestanding ESL	3	1	1	1	2	2				12
Self-Contained	0	0	0	0	0	0				0
Push-In	1	1	0	0	0	0				0
Total	4	2	1	1	2	2				12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	125	Newcomers (ELLs receiving service 0-3 years)	109	Special Education	21
SIFE	3	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	109	3	18	19	0	3	0	0	0	128
Total	109	3	18	19	0	3	0	0	0	128

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education											
Number of ELLs by Grade in Each Language Group											
	K	1	2	3	4	5	6	7	8	TOTAL	
Spanish	0	0	0	0	4	0					0
Chinese	0	0	0	0	0	0					0
Russian	0	0	0	0	0	0					0
Bengali	0	0	0	0	0	0					0
Urdu	0	0	0	0	0	0					0
Arabic	0	0	0	0	0	0					0
Haitian Creole	0	0	0	0	0	0					0
French	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0					0
Yiddish	0	0	0	0	0	0					0
Other	0	1	0	0	0	0					0
TOTAL	0										

Dual Language (ELLs/EPs)																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP	EL	EP																	
Spanish																			0	0	

Chinese																		0	0
Russian																		0	0
Korean																		0	0
Haitian Creole																		0	0
French																		0	0
Other																		0	0
TOTAL	0																		

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number)		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	10	6	1	4	5	4				30
Chinese	20	13	10	8	4	8				63
Russian	0	0	0	1	0	0				1
Bengali	0	1	0	0	0	0				1
Urdu	0	0	1	0	0	1				2
Arabic	0	0	0	0	0	0				0
Haitian Creole	0	0	0	0	0	0				0
French	0	0	0	0	0	0				0
Korean	9	3	1	1	3	1				18
Punjabi	0	0	0	0	0	1				1
Polish	0	0	0	0	0	0				0
Albanian	1	0	0	0	0	0				1
Other	5	1	0	0	0	2				8
TOTAL	45	24	13	14	12	17	0	0	0	125

Programming and Scheduling Information

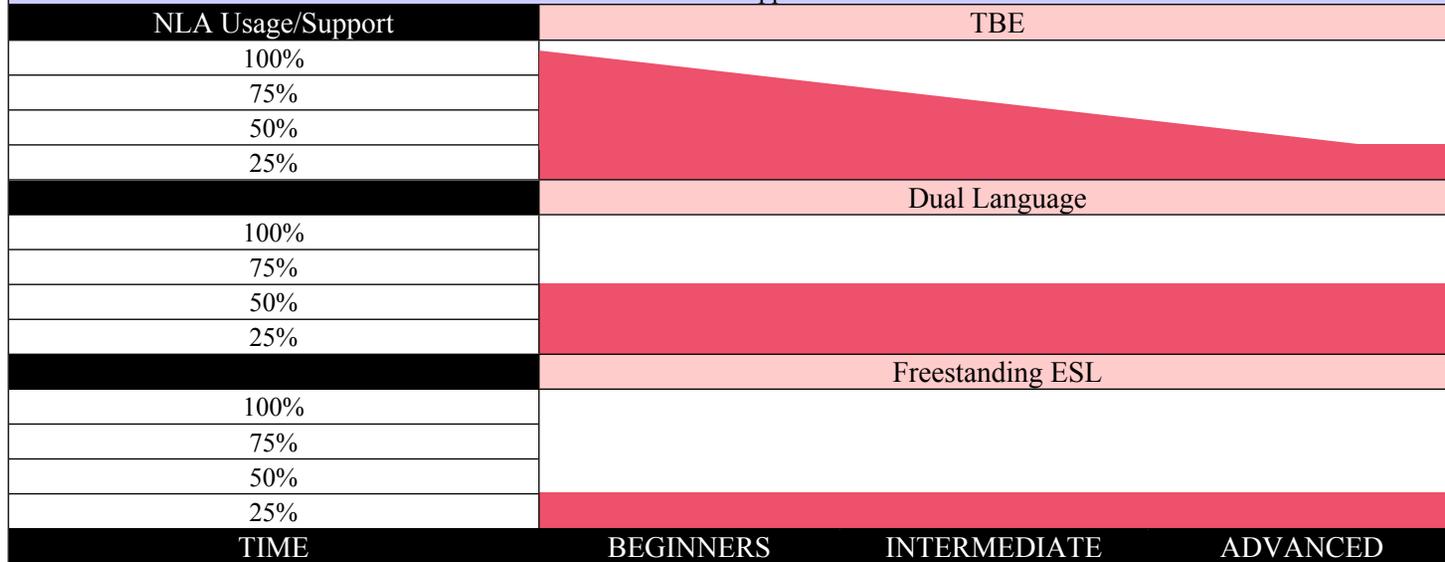
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			

Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day
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Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	8	8	3	4	4	10				37
Intermediate(I)	9	8	4	3	2	2				28
Advanced (A)	27	8	6	7	6	5				59
Total	44	24	13	14	12	17	0	0	0	124

***PLEASE NOTE: Discrepancy between total number of ELLs in school (128) and total number of NYSESLAT/ LAB-R proficiency scores (124) is due to 12:1:1 Special Education ELLs who were not given LAB-R at their school of first admission to the system, and/or, such low scores on NYSESLAT that they are labeled “invalid” and are interpreted by ATS as having not taken the test.**

Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs’ ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
1. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?

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

A.

Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING /SPEAKING	B	9	5	3	3	3	9			
	I	9	3	1	1	1	1			

	A	27	12	9	2	4	5			
	P	0	4	0	8	4	2			
READING/ WRITING	B	9	8	2	4	4	10			
	I	9	7	4	3	2	2			
	A	27	5	5	7	6	4			
	P	0	4	2	0	0	1			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4	0	0	5
4	0	2	2	0	4
5	3	4	4	0	11
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					20

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

3	0	2	2	2	1	1	2	0	10
4	1	0	0	1	3	2	0	0	7
5	0	1	2	1	3	5	4	3	19
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0		0	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	1	0	1	2	2	0	7
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	2	2	0	6	4	0	0	15
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

Native Language Tests	
	# of ELLs scoring at each quartile

	(based on percentiles)				(based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Signatures are on file at P.S. 107

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Howell	Assistant Principal		
Ourania Malandrakis	Parent Coordinator		
Elizabeth Watts	ESL Teacher		
Sandy Serra	Parent		
Jacqueline Bois / ESL	Teacher/Subject Area		
Debbie Brumer / IEP	Teacher/Subject Area		
Nora Tomei	Guidance Counselor		
Denise Smith	School Achievement Facilitator		
Diane Foley	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	

Community Superintendent

Date

Reviewed by ELL Compliance and Performance Specialist

Date

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- ✿ There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 3-5 **Number of Students to be Served:** 31 LEP 13 Non-LEP

Number of Teachers 2 ESL Teachers **Other Staff (Specify)** Art Teacher, Science Teacher

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 107 holds an English Language morning program for ELL enrichment. The program runs 7:20 to 8:00 a.m. from November through June twice a week and is conducted by two licensed ESL teachers. It is open to 3rd, 4th and 5th grade ELLs (31) and transitional ELLs (13). This program enhances academic language development by utilizing activities which benefit the four modalities of language (listening, speaking, reading and writing) with a focus on reading and writing in a small-group, targeted setting. Prior to the administration

of the NYS Science test, additional morning sessions are added wherein ESL teachers and upper grade Science teacher work collaboratively to prepare 4th grade students for that assessment. ESL and science teachers plan and co-teach in multiple small groups in order to integrate ESL practices with content-area delivery.

P.S. 107 also holds “Open Doors,” an ELL Parent & Child workshop held once a month in the evening (6:30 to 8:00 p.m.). ESL teachers work collaboratively with our school’s Art teacher to deliver this workshop. ESL and art teachers plan and co-present various hands-on projects to ELLs and their families. Families and children work side-by-side with teachers to create that session’s project. Teachers facilitate oral communication and encourage English language use during the workshop. Families and children then present their project to the rest of the group with everyone taking turns. This program focuses on our school community’s cultures, and it encourages authentic communication while supporting students’ native LI and culture.

We will be introducing a language-learning software program, *Imagine Learning*, to help our upper-grade beginner ELLs (15) with fluency, vocabulary expansion, and reading comprehension. This program is tailor-made for each child, can be accessed from various computer locations throughout the school building (e.g. ESL classrooms, general education classrooms, computer lab), and provides very specific data to teachers to monitor progress and to target needed areas. *Imagine Learning* will be used in both Title III Morning program and as a supplementary language support during the school day in regular classrooms and our computer lab.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development activities are provided to staff by ESL teachers during grade meetings and selected faculty conferences. ESL teachers link with classroom teachers on an on-going basis to provide suggestions and strategies to enable teachers to provide instruction to the ELLs in their classrooms. ESL teachers utilize and share teacher resource literature to provide all classroom teachers with the latest research-based instructional strategies for working with ELLs, and native language material including bilingual dictionaries and glossaries in order to support ELLs in content area instruction.

For our “Open Doors” workshop, ESL teachers meet with Art teacher once a month for one hour (5 months) in order to share ESL strategies to be incorporated in the next session. For Title III Science program, ESL teachers meet with Science teacher for an hour per week (2 weeks) to share ESL strategies and academic vocabulary to be incorporated in the sessions.

For our *Imagine Learning* program, we will receive professional development from the company (see “Educational Software” in Budget Summary below). Staff attending this P.D. will include ESL teachers, Technology teacher, and one classroom teacher per grade (3rd, 4th and 5th) who will turnkey to other grade teachers of ELLs.

3 Form TIII – A (1)(b)

School: 25/107Q BEDS Code: 342500010107

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10,177.56	204* hours of per session for ESL and other teachers to support ELL Students: 204 hours x \$49.89 (current teacher per session rate with fringe) = \$10,177.56 *123 hours of per session for ESL teachers to deliver morning ESL program *45 hours of per session for ESL teachers and Art teacher to develop and deliver Open Doors ELL Parent & Child workshops *18 hours of per session for ESL teachers and Science teacher to develop and deliver Morning Science ESL program *18 hours of per session for ESL teachers, Technology teacher, 3rd Grade teacher, 4th Grade teacher and 5th Grade Teacher for <i>Imagine Learning</i> training
Purchased services - High quality staff and curriculum development contracts.	- 0 -	
Supplies and materials - Must be supplemental.	\$1,602.44	Headsets for Imagine Learning software 15 @ \$40 = \$600

- Additional curricula, instructional materials. - Must be clearly listed.		Bilingual Dictionaries and Glossaries @ \$1,002.44
Educational Software (Object Code 199)	\$4,900.00	Imagine Learning English - language development software for morning program. Site License: \$2,650 (one-time cost which includes installation and teacher training) Student Licenses: \$2,250 (15 @\$150 per student, renewable yearly)
Travel	- 0 -	
Other	- 0 -	
TOTAL	\$16,680.00	

**Addendum to 2009-2010 Plan:

Our plan for 2010-2011 is extremely similar to last year's approved plan. We are running the same Title III programs (Morning, Science and Open Doors Workshops) and continuing our educational software program, Imagine Learning. The basic money breakdown is 2/3 professional salaries (per session for Title III programs), 1/3 supplies (headphones for Imagine Learning; bilingual dictionaries) and educational software (Imagine Learning student licenses). 2010-2011 Title III budget for P.S. 107 is \$17,660.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We utilize home language survey information and meet with parents when they enroll their children.

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

Stated above. In addition the parent coordinator meets with parents or sends translated letters home to find out the what languages our written and oral communications will need to be translated into for all parents and families. We encourage our PTA parents to share information with parents with translation needs. Our bilingual staff members support these efforts as well. The SLT, PTA, parent coordinator, and teachers report these findings back to the community

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All communications to parents are translated as much as possible, standard letters are translated well in advance through the translation department. Parent and staff volunteers provide translations when necessary. We also use the translation phone service.

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

Parent and staff volunteers provide translations when necessary on an immediate needs basis. We also use the translation phone service.

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		432,288	432,288
2. Enter the anticipated 1% set-aside for Parent Involvement:		4,365	4,365
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of

School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

1. P.S. 107Q PARENTAL INVOLVEMENT POLICY

In April, 2009, administrators, staff, and parents started having conversations at SLT, faculty, and PTA meetings about PS 107 becoming a Title 1 school. All school community members selected the school-wide plan and discussions continued in developing a parent involvement policy. At the September, 2009, SLT (consisting of 6 staff members and 6 parents) meeting, the Parent Involvement Policy was introduced, reviewed, and accepted. Minutes of this meeting are available upon request. SLT members unanimously voted to annually review the parent involvement policy each December of every year.

We, the administrators, staff and teachers of P.S. 107 strongly believe that teaching is a shared responsibility to be divided between the parents and the school, with the parents being the child’s first and most enduring teachers. We also acknowledge the decades of research showing that students’ academic success, self-esteem and general perspective on education, life and the world are greatly influenced by their parents’ involvement in education from pre-kindergarten through high school.

That having been said, P.S. 107 is keenly aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning and education, it must institute and consistently maintain systems, programs and policies which allow the parents, school and community to function as full partners. It is only by recognizing the need for such a partnership and devising a plan satisfying its creation and fulfillment that P.S. 107 will be able to achieve its commitment to its students.

With a reciprocal and mutually respectful, trusting relationship with the parents of its students, as well as with the community at large being the key to facilitating and maintaining active parental involvement, P.S. 107 commits to:

1. Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance.
2. Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities;
3. Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title I, Title III, and the No Child Left Behind legislation. This will include convening an annual meeting to:
 - a. Explain to parents the requirements of these laws in simple, direct and understandable terms;
 - b. Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation;
 - c. Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.
4. Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school;
5. Informing and providing the parents with any training and materials available for them to help them work with their children;
6. Informing parents of any resources, such as transportation, child care, and translation services, which may be available in order to allow them to attend and participate in school events;
7. Informing parents of and bring to them any other programs available through community resources, which may be of use or interest to them, whenever possible;
8. Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

PS 107 shall accomplish these goals through the following means:

1. By convening regular meetings, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:
 - a. Monthly Meetings of the general PTA membership;
 - b. Monthly meetings of the School Leadership Team;
 - c. Meetings of any standing PTA committees;
 - d. Meetings of any parental action committees as formed in accordance with PTA bylaws;
 - e. Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs;
 - f. Planned for regular meetings of Title I parents.

2. By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through:
 - a. Regular attendance of parent-teacher conferences;
 - b. Reports to parents on their child's progress;
 - c. Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities.
3. By providing to the parents alternate means of communicating their concerns and suggestions, including but not limited to:
 - a. A suggestion box;
 - b. A parking lot board at meetings;
 - c. An open door policy to the Parent Coordinator and Principal.
4. By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Parent Compact component.
5. By providing parents with workshops to cover topics that include but are not limited to: State Standards, curriculum, state and city assessments used to measure student progress, the use of technology such as ARIS and Acuity, family fun events, cultural opportunities in NYC, supporting the home-school partnership, and parenting skills.
6. By providing parents with opportunities to participate in school events that include but are not limited to Pre-K, Kindergarten, and parent orientation sessions, curriculum celebrations/fairs, musical performances, school plays, the school leadership team, open school night, multicultural celebrations, writing/publishing celebrations, and parent involvement classroom activities in the primary grades.
7. By providing parents with opportunities to participate in school events, organized by our parent coordinator, in the evenings and Saturdays that include but are not limited to Math game night, scavenger hunts, and Kite-making with Dads.

2. SCHOOL-PARENT COMPACT

The 2010-2011 School-Parent Compact will be distributed to all PS 107 families in the fall of 2010.

P.S. 107 Title I SCHOOL-PARENT COMPACT- 2010-2011

We, the **administrators, teachers, staff and parents of P.S. 107** fully recognizing our mutual interdependence and responsibility for supporting our students' educational, social and personal endeavors in order that they may achieve academic success, realize their full potential as unique individuals and become responsible, contributing citizens, hereby pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated in this document.

The School Agrees To:

- Show respect for each child and his/her family, each teacher and staff member;

- Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community;
- Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents;
- Provide teachers and staff with the materials and supplies necessary for them to fulfill their obligations to the students and one another;
- Clearly communicate performance expectations to the teachers and provide them with constructive feedback;
- Provide clear, frequent and regular communication channels between myself and the teachers/staff;
- Provide teachers and staff with meaningful opportunities for professional growth and enrichment;
- Celebrate individual student's, teacher's and staff member's success with the entire school community;
- Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance;
- Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved;
- Give parents and students opportunities to participate in school governance;
- Actively involve parents in planning, reviewing and improving Title I programs and the parental involvement policy;
- Provide parents with information about all programs;
- Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results;
- Provide parents with all pertinent individual, regional and department of education information;
- Provide clear, frequent and regular communication channels between myself, the teachers and the parents through: parent-teacher conferences; periodic student progress reports; opportunities to volunteer and participate in their child's class; opportunities to observe classroom activities as appropriate;
- Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.

Principal's Signature

Date

P.S. 107 SCHOOL-PARENT COMPACT- 2010-2011

The Parent/Guardian Agrees To:

- Show respect for my child, his/her teacher and the school;
- See that my child attends school regularly and on time;
- Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing, etc.);
- Talk with my child about his/her school activities every day;

- Communicate regularly with my child’s teacher;
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
- Make sure my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education;
- Insist that all homework assignments are fully completed and on schedule;
- Provide a specific time and a quiet, well-lit place for my child to do homework;
- Provide my child with the necessary and appropriate supplies to complete his/her assignments;
- Be available to assist my child;
- Review completed assignments to check for understanding;
- Attend all parent-teacher conferences;
- Participate in school activities and events;
- Seek out opportunities to volunteer at my child’s school;
- Support the school in developing positive behaviors;
- Support the school in implementing school policies and procedures;
- Read to my child and encourage him/her to read independently daily;
- Monitor my child’s TV viewing, video game and online activities;
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily.

Please keep the above for your files. Please sign and return the tear-off below.

P.S. 107 Title I SCHOOL-PARENT COMPACT- 2010-2011

I, the **Parent/ Guardian of a P.S. 107 student** fully recognize the mutual interdependence and responsibility of all of the administrators, teachers, staff, and parents/guardians for supporting my child’s educational, social and personal endeavors. We will work together so that he/she may achieve academic success, realize his/her full potential as a unique individual and become a responsible, contributing citizen. I hereby pledge to the school community and to my child to provide that support by voluntarily and eagerly signing the agreements stated in this document.

Parent/ Guardian Signature

Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Addressed in Needs Assessment section.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
Addressed in the following sections: Narrative and Action Plans
 - b) Use effective methods and instructional strategies that are based in scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

-

Addressed in the following sections: Narrative, Needs Assessment, especially Accomplishments- and Strong Aids-page.
3. Instruction by highly qualified staff.
Reported in Demographics section
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
Addressed in part in the following sections: Narrative, Needs Assessment, especially Accomplishments, and Strong Aids.

We have continued the Inquiry process, with school-wide Inquiry Teams, to provide staff members with collaborative opportunities to work across grades in studying areas of interest and/or need. Colleagues analyze student data, implement plans for differentiated instruction, and share best practices with each other in a variety of settings, such as grade and team meetings, in-house intervisitations and staff-facilitated workshops- when budgeting and scheduling allow, and content area specialists' team teaching cycles. Paraprofessionals are often included in in-house workshops as well as the team teaching cycles of instruction. Service providers such as ESL, SETSS, and Speech teachers provide both in-class and workshop opportunities for professional development for teachers, paraprofessionals, and parents.

In addition, service providers and content area specialists provide workshops for parents. The parent coordinator develops, arranges for, or leads a variety of workshops for parents based on need and interests. Translators are often available at these meetings.

The CFN staff and specialists will support the school through a variety of workshops, study groups, and school visits for professional development of all administrators and staff.

The principal and ESL teachers participated in a thinking curriculum in ESL study group for two years. A grade one teacher is receiving in-school ESL support and professional development on a regular basis from the ESL NSS.

Service providers and content area specialists receive professional development throughout the year.

Again, professional development has been limited by the severe budget cuts. We will rely on in-house and CFN professional development opportunities as well as grants acquired by the diligent efforts of our parent coordinator to support administrators, teachers, paraprofessionals, and parents in working toward all our children meeting proficiency standards

5. Strategies to attract high-quality highly qualified teachers to high-need schools. NA

6. Strategies to increase parental involvement through means such as family literacy services.

The parent coordinator arranges for parents to attend workshops throughout the year both at the school and at locations throughout the city, such as a recent MOMA combination series of school and museum workshops. Staff members provide workshops for all content areas, often connecting literacy skills to the specific content area, such as science.

Parents are encouraged to participate in a Book Club sponsored by the UFT as well as attend family involvement nights, such as game night and scavenger hunts, all literacy based, and all with translators available for assistance. ESL Parents are encouraged to join our adult ESL classes for beginners and advanced learners, a program for parents now in its second year.

Parents are invited into the school for a variety of class/grade celebrations, where they are often encouraged to participate in and respond to the celebration utilizing literacy skills.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Our Early Childhood teachers meet regularly on an individual grade basis, often discussing transition strategies from one grade to the next, including those for children entering the city school system for the first time as well as children coming from other early childhood programs. A part-time PreK social worker is assigned to the school to support PreK staff and families. Our part-time social

worker, full-time guidance counselor and other support staff are available to the early childhood teachers as needed for assistance. Early childhood teachers follow a curriculum that addresses the needs of early childhood children.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are encouraged to continuously evaluate and provide feedback on academic assessment choices. Assessment components are often discussed, reviewed, and analyzed for their contribution to informed instructional decision-making. Grade leaders are encouraged to meet with their grade to continue an ongoing dialogue with colleagues and administrators about what is effective (and why it is) in providing meaningful results and information about individual students and their areas of need and strengths.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students work in a variety of group sizes- whole class, small group, and as individuals. Teachers observe student progress constantly throughout the day, in all group settings. Teachers confer with the students during small group and individual work. Running records, unit assessments, and all informal assessments are on-going for all students. Goals are established for all students, with clear expectations for achieving those goals in place. Student progress is constantly and carefully monitored. All informal and formal data results are utilized to differentiate instruction and groupings for each student. Pre- and post- intervention assessments are utilized for the areas of need, such as pre-unit writing samples and end of unit samples.

Children are further supported by team teaching cycle activities, extended day AIS support activities for identified students, and at times, service providers' push-in/pull-out program activities.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The guidance counselor, SAPIS, Health and parent coordinators, SBST, cafeteria supervisor, and administrators as well as the staff all work together to coordinate and implement services and programs as needed.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of

the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (R)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (R) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal			x	NA	-	----
Title I, Part A (ARRA)	Federal	X			432,288	X	See action plans
Title II, Part A	Federal	X			26,143	X	See action plans
Title III, Part A	Federal	x			TBD	X	See action plans
Title IV	Federal			x	NA	-	---
IDEA	Federal	X			TBD	X	See action plans
Tax Levy	Local	X			4,169,002	x	---

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
Addressed in Needs assessment, accomplishments, action plans, and Appendix 1- Description of AIS
2. Ensure that planning for students served under this program is incorporated into existing school planning.
Addressed in Needs assessment, accomplishments, and action plans.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
Addressed in Needs assessment, accomplishments, and action plans.
4. Coordinate with and support the regular educational program;
Addressed in Narrative, Needs assessment, accomplishments, and action plans.
5. Provide instruction by highly qualified teachers;
Addressed in Narrative, Needs assessment, accomplishments, and action plans.
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
Addressed in Narrative, Needs assessment, accomplishments, and action plans.
7. Provide strategies to increase parental involvement; and
Addressed in Narrative, Needs assessment, accomplishments, and action plan #4.
8. Coordinate and integrate Federal, State and local services and programs.
Pending 2010-2011Budget

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING
NA for PS !07

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

NA for PS 107

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)
PS 107Q has one special education student in STH.
2. Please describe the services you are planning to provide to the STH population. We provide door to door busing for this child. We adapt the instructional program, ensuring all IEP mandates are met. We use Title I monies to purchase resources and materials to support the students learning in her classroom. In addition, we provide workshop opportunities during and after school hours that are available to her family.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 107 Thomas A Dooley					
District:	25	DBN:	25Q107	School		342500010107

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	72	72	71		95.5	96.1	95.8
Kindergarten	146	147	143				
Grade 1	137	142	139	Student Stability - % of Enrollment:			
Grade 2	128	132	137	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	122	130	133		94.9	95.1	94.3
Grade 4	146	134	135				
Grade 5	120	146	137	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		42.5	64.0	64.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	33	45
Grade 12	0	0	0				
Ungraded	16	29	25	Recent Immigrants - Total Number:			
Total	887	932	920	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	4	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	57	60	59	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	81	82	72				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	67	63	62
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	39	39	8
# receiving ESL services only	87	86	TBD				
# ELLs with IEPs	3	27	TBD	Number of Educational Paraprofessionals	18	19	45

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	97.0	100.0	100.0
				% more than 2 years teaching in this school	91.0	90.5	98.4
				% more than 5 years teaching anywhere	80.6	85.7	93.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	97.0	97.0	98.4
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	1.7	1.5	1.0				
Hispanic or Latino	27.1	27.1	27.9				
Asian or Native Hawaiian/Other Pacific	47.2	48.1	50.0				
White	23.7	22.5	20.8				
Male	53.8	54.6	53.7				
Female	46.2	45.4	46.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-					
Black or African American	-	-	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v				
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	7	7	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			NR	
Overall Score:	47.7	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	11.2	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8.7	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	24.5					
<i>(Comprises 60% of the</i>						
Additional Credit:	3.3					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf