



**P.S. 107**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

MARCH 2011

**school: P.S. 107**

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**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/ronlyres/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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Pamela Marie Lee	Principal	Electronic Signature Approved.
Eileen Castellano	UFT Member	Electronic Signature Approved.
James King	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Lorena Caballero	Title I Parent Representative	Electronic Signature Approved.
Camille Warren	UFT Member	Electronic Signature Approved.
LaSheanma Lumpkin	UFT Member	Electronic Signature Approved.
Fay Thompson	UFT Member	Electronic Signature Approved.
Denise Gomez	Title I Parent Representative	Electronic Signature Approved.
Sharon Spencer	UFT Member	Electronic Signature Approved.
maria ramirez	Parent	Electronic Signature Approved.
cecilia rivera	UFT Chapter Leader	Electronic Signature Approved.

\* 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.

At Public School 107X our vision is to create a challenging and dynamic environment for each student while nurturing his/her social emotional development as a member of the global community. We have a learning environment that involves the collaboration of teachers, students, administrators, parents and the entire community to excite curiosity, inspire insights and motivate learning. Our mission is to challenge each unique individual to achieve his/her highest potential through a process of constant reflection and continuous improvement.

Public School 107X is a community elementary school in the Soundview section of the Bronx, serving 513 students in Pre-K through 5<sup>th</sup> grade. We are a Title 1 School-wide Programs (SWP), NCLB School In Good Standing. The school serves general education and special education students, as well as English language learners. The school is a central part of the community to many of the students and their families.

Public School 107X is a school on the rise. Over this last year, the administrative team, working closely with teachers, staff and parents, have created an atmosphere of excellence, with a commitment to learning and high expectations for all students. We have begun a strong collaboration with Teachers College Reading and Writing Project that will continue throughout the 2010-2011 school-year. Within this collaboration, our teachers will attend spring reading and writing learning institutes, calendar days and work with staff developers to help implement effective instruction that will allow all children to meet the highest standards. In addition, we have partnerships with the Bronx Christian Community, Music and the Brain, Phipps Cornerstone Community at Soundview - Father/Son Saturday Basketball Program, Annibel Palma, The Bronx Dance Theatre, PENCILS, and The Bronx District Attorney's Office.

We are dedicated to providing the best possible learning environment for children. Our curriculum is aligned with National Core Learning Standards on each grade level. We consistently look at student data, in an effort to meet all targeted benchmarks and implement a rigorous and diverse curriculum, which recognizes the student's need for differentiated instruction. Students in need of additional support are provided with a variety of interventions. We offer AIS periods during the school day, academic morning-school prep academies, ELL after-school academy and SETTS. We support a whole school approach to servicing each child. Our Pupil Personnel Team, Academic Intervention Service Personnel, English Language Learner Personnel and Guidance Personnel have been combined into one team that meets weekly to review and evaluate the needs of specific students who require additional academic, social or physical support.

Public School 107X recognizes and respects the importance of building bridges between the school, the home and the community. We have an active Parent/Teacher Association (PTA). We offer programs such as Learning Leaders Parent volunteer program, PTA operated ARIS Parent Lab, Monthly Parent workshops, PTA Fund Raisers, Monthly Writing Celebrations, Cultural Celebrations and ELL Parent Technology Workshops.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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									
<b>School Name:</b>	P.S. 107								
<b>District:</b>	8	<b>DBN #:</b>	08X107	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	10	17	16		90.9	91.5	TBD		
Kindergarten	59	84	98						
Grade 1	86	80	90	<b>Student Stability - % of Enrollment:</b>					
Grade 2	78	84	79	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	84	85	83		85.7	88.84	TBD		
Grade 4	105	87	89						
Grade 5	110	107	93	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		74.5	86.7	84.9		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		25	22	TBD		
Grade 12	0	0	0						
Ungraded	3	2	2	<b>Recent Immigrants - Total Number:</b>					
Total	535	546	550	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					5	3	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	50	56	61	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	24	17	19	Superintendent Suspensions	0	1	TBD		
Number all others	24	27	18						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	0	0	0	Early College HS Participants	0	0	0		

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>			
# receiving ESL services only	30	31	55	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	2	7	Number of Teachers	51	45	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	13	TBD
				Number of Educational Paraprofessionals	3	3	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	97.8	TBD
				% more than 2 years teaching in this school	90.2	95.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	78.4	86.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	92	93	TBD
American Indian or Alaska Native	0.6	0.4	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	97.9	TBD
Black or African American	47.8	44.7	44.5				
Hispanic or Latino	50.3	52.9	52.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.9	0.9				
White	0.6	0.5	0.7				
Multi-racial							
<b>Male</b>	49.5	48.2	50.5				
<b>Female</b>	50.5	51.8	49.5				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5	1				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	66.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	40.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **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 schools 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?

□

According to the New York State Report Card, PS 107 remains a School in Good standing. We met AYP in Mathematics and Science but did not meet with ELA and Special Needs students. During the 2009-2010 school year, 26% of students performed on grade level in mathematics and 23% in English Language Arts. With the re-norming of the NYS ELA and Math Assessment and the change to the growth model for looking at student progress, the overall performance and progress in the 2009-2010 school year declined in ELA and Math. This same trend has been identified for our Special Education population in both ELA and Math.

In an aggressive attempt to address this decline, we have organized our efforts around three main instructional focuses: Strengthening the quality of reading and writing instruction for all students including those with special needs and Ell's, continuing our focus on mathematics instruction that is responsive to the needs of all students, and building school-wide capacity to successfully analyze data to develop instructional plans that lead to student success.

### **What have been the greatest accomplishments over the last couple of years?**

In 2009, I was appointed as the principal of P.S. 107X. Filled with high expectations, a positive attitude, and a clear vision, I was ready to exceed all expectations. Upon reviewing school data and meeting with teachers in both small groups and larger faculty wide meetings, I realized that this was a school in crisis. Students were underachieving and the teachers' focus was "adult-centered". Through determination, newly developed collaborations, and a strong commitment from staff and parents, we set a course for change. The accomplishment that we are most proud of is the Collaborative work with the Aussie Math Consultant. This worked allowed the teachers to look at the Standards and align the EDM Math program lessons to the standards. We also were able to identify Number Sense and Operation as the major area for improvement. The Inquiry team was able to conduct lab sites with Grade five students around best practices for helping students identify what operations to use when approaching word problems.

The balanced literacy approach for the teaching of reading, writing, speaking and listening was chosen to raise the level of student achievement in English Language Arts for all students. This approach recognizes the various ways learners acquire knowledge and provides teachers with the tools to prepare differentiated learning experiences through the use of read alouds, shared reading, guided reading, independent reading and both guided and independent writing. The reading and writing workshop model encouraged teachers to scaffold student learning using the "to" "with" and "by" model. Teachers gradually released control of teacher-directed lessons, which resulted in students

becoming independent and self-directed readers and writers. To support this model, an Assistant Principal and a TC literacy consultant, provide ongoing support for teachers on best practices in literacy by modeling, observing, coaching and conferring with them in small groups and lab-sites.

To establish a positive momentum in student achievement in mathematics, our students in grades K-5 receive daily instruction using the Everyday Mathematics Program. **Everyday Mathematics** has a spiraling approach. Over time, students are required to master specific concepts and skills and then revisit content in varied contexts, integrating new learning with prior learning. These mathematics activities are designed to strengthen the students' number sense and review and practice essential basic skills. Lessons include teacher directed dialogue and modeling of skills and concepts. Additionally, they include the opportunity for students to strengthen their mathematical understanding of concepts through individual and group work. Embedded in the **Everyday Math** program are three types of assessments: interim, portfolio, and standardized. Teachers are expected to document and review individual student progress within a skill area and articulate their strengths and areas in need of improvement. A variety of assessments provide students with the appropriate instruction and skill grouping. This process is ongoing and continuous throughout the year. Third, fourth and fifth grade teachers worked with a Math Aussie Consultant to align to Everyday Mathematics to the State Standards. Teachers administer both pre- and post tests to support flexible grouping and instruction. This focused instruction has been evidenced to supported high levels of achievement in mathematics.

Understanding that to improve student outcomes, we must improve the quality of teaching practices. As a result the following professional development initiatives will be incorporated this year:

- 1) To improve reading and writing instruction in grades K-5 using a constructivist approach based on the Lucy Calkins Reading and Writing Process.
- 2) To improve reading assessment through the utilization of the Teachers College Reading Benchmark Assessment introduced in Grades K-5 to address long and short term targets in reading.
- 3) To utilize assessment data to provide a concrete methodology for differentiating instruction in all content areas to produce school-wide student improvement.
- 4) Math Professional development for teachers that examines the specific skills that students are lacking? Do we teach them? When? And how do we teach and assess student mastery?
- 5) Participation in a schoolwide SBO to use Extended day Thursdays to focus specifically on monitoring and assessing the student achievement of the Special Ed, bottom third and ELL students.

The above initiatives will enable us to improve our professional skills and knowledge to advance instructional outcomes with clear and purposeful expectations. Additionally, our schedule has been adjusted to allow time for teams of teachers to meet weekly to monitor and revise professional practices based on the needs of the students.

To meet and exceed City and State Standards, students in grades 3, 4 and 5 are administered benchmark assessments in reading and mathematics. Data from Item skills analyses, i.e., New York State simulation assessments, scantron assessments and Acuity interim assessments, will help teachers focus on specific areas in need of instructional support and to make informed data driven instructional decisions. Other assessments are also used to determine instructional pathways including the DRA Literacy Assessments given in grades (K-5). These data results help teachers make appropriate decisions and to set short and long term reading goals as they select reading materials for students, plan activities, and structure literacy programs around student needs. Additional assessments used to direct instruction are teacher observation, running records, and conference notes. These assessment tools provide data to establish priorities within the curriculum to ensure that maximum student learning outcomes are achieved. P.S.107X monitors all students in grades K-5 using Fountas and Pinnell Benchmark levels, for each student's literacy progress throughout the year. These data tools indicate benchmark levels that should be achieved by the end of the year and identifies students in need of AIS to support their learning.

In order to support students towards meeting challenging performance standards, we will routinely analyze data and conduct needs assessment surveys to help identify areas that need support. PS 107X's SLT, and Instructional Teams will use a variety of methods to review school programs and student achievement trends. We have and will continue to participate in Learning Walks, examine test scores and item analysis, look at student and staff attendance rates, and parent/ staff surveys.

Additionally, Teams will review data from:

- The 2009-2010 Comprehensive Education Plan
- The 2009-2010 Annual School Report
- ATS
- LearningWalks
- Lab site notes
- Fountas and Pinell
- Acuity Assessments
- Periodic assessments, including Acuity, NYS Simulations in ELA and Mathematics
- Standardized test results, including item analysis
- Collection of student work samples

We distribute the Annual School Report Card to teachers and parents each year. During Parent meetings, the principal reports on school data, education programs and promotion requirements in English and Spanish. All data reports are discussed during faculty conferences, grade meetings, and professional development periods, Instructional Team and SLT Meetings. These data sources will be used to drive changes in classroom instruction by determining a course of action and a focus for planning that incorporates student needs, clear expectations, academic rigor and accountable talk.

An analysis of the findings from a review of quantitative and qualitative data resulted in a determination of the following priorities for 2010-2011:

- To improve student performance in literacy and mathematics through intensive academic, interventions for Level 1 and 2 students with a focus on our ELL and special education students,
- To enrich higher performing students through interdisciplinary thematic projects,
- To improve students' writing performance in all grades,
- To use data to drive instructional practice,
- To provide differentiated professional development activities to address the needs of teachers, students, and parents
- To improve home-school relationships in support of "parents as partners in learning".

Additionally, our findings indicate a need for intensive academic interventions for all students not meeting the standards. To support this population, we will implement AIS programs that include: Reading Recovery, Ortin Gillingham, Great Leaps, Words Their Way, Reading Raz and group/individual tutoring. Our findings also revealed a need to revisit curriculum mapping and program alignment processes to ensure that we are providing a fully comprehensive educational program that supports quality instruction and learning for our unique and baseline populations. We need to thoughtfully and deliberately strive to create a coordinated and seamless design, where the standards-based strategies, inherent in each approach, are integrated and reinforced during all extended learning activities.

A major focal point of our school culture is to formalize a consistent clear and cohesive school-wide disciplinary policy. Violence prevention programs can dramatically add to classroom effectiveness and academic growth. These programs have clearly demonstrated that children who are taught Conflict Resolution lessons also demonstrate improvement on standardized test scores in both reading and math, as well as, improved attendance, and a decrease in aggressive student behavior.

We have identified some barriers to the school's continuous improvement :

- 1) Students are continuing to demonstrate major difficulty in responding to short and constructed response ( Day two) in ELA and Math.

2) A problem of practice persist among the wide range in teachers' ability to analyze student data and implement change strategies for student improvement.

Teachers are receiving Professional development in assessment and accountability and the use of the ARIS Community to look at student item analysis data, identify weaknesses and focus instruction around skills that are lacking in the teacher or the students. We will improve student progress by strengthening the teaching and assessment cycle, re-assessing current strategies, making a shift from program implementation to student driven assessments that determine the classroom practice.

## 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.

<b>Annual Goal</b>	<b>Short Description</b>
<input type="checkbox"/> To build stamina in reading and writing instruction for all students, including those with special needs and ELLs and show an overall improvement of 15% when comparing NYS ELA scores from 2009-2010 with those of 2010-2011.	<input type="checkbox"/> Students will be able to read for 45 minutes or more daily during the reading block. The number of students reaching their Teachers College Assessment grade appropriate benchmarks in grades K-5 will increase from September 2010-June 2011. Student writing will increase in details and length.
To increase all students problem solving skills in numbers and numeration, including those with special needs and ELLs and show overall student progress of 15% when comparing scores from 2009-2010 to 2010-2011 on a variety of math assessments including scantron, acuity and NYS Math assessment.	<input type="checkbox"/> Students will know which operation to use when approaching Math exams and be able to explain how they came to that answer. When reviewing Math data from a variety of assessments, the area of numbers and numeration will show a 15% increase in the score.
<input type="checkbox"/> To build school-wide capacity to analyze data for all subgroups and use it to inform instruction and improve student progress in English Language Arts and Math.	<input type="checkbox"/> Implement systems and structures to improve school-wide communication and decision making around data. Establish school-wide teams that will monitor progress toward accomplishing Teachers College benchmark goals for Special Education Students.
<input type="checkbox"/> To increase student social-emotional well-being and provide students with behavioral problem solving skills.	<input type="checkbox"/> Students will have conflict resolution skills to manage their reactions to difficult situations. They will also be able to socialize and express themselves more positively and effectively.
<input type="checkbox"/>	<input type="checkbox"/>

**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** **English Language Arts**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To build stamina in reading and writing for all students, including those with special needs and ELLs and show an overall improvement of 15% when comparing NYS ELA scores from 2009-2010 with those of 2010-2011..</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/><input type="checkbox"/>All teachers will be provided with professional development on text complexity and how to move students across text bands of difficulty.</p> <p>Utilization of Teachers College reading and writing units of study.</p> <p>Monthly lab sites in Grades K-5 to model/implement best practices in ELA instruction.</p> <p>Increasing stamina and volume during independent reading; each 2-5 grade student will read 45 minute with high comprehension using strategies to keep track of meaning across pages.</p> <p>Teachers will monitor reading level growth within the Teachers College benchmarks throughout the year.</p> <p>Reading conference notes will be kept by teachers during one-on-one and small group conferring.</p> <p>Scheduling of a daily 100 minute Literacy Block consisting of Reading and writing workshop.</p> <p>Participation in Reading Simulations of test preparation, sophistication, practice and exposure.</p> <p>Participation in grade-wide literacy and writing projects and celebrations.</p> <p>Increasing stamina and volume during writing; students will enter two-three writing entries in their writer’s notebook.</p>

	<p>Through environmental walkthroughs, informal and formal observations, informal and formal assessments the administrative team will monitor effective implementation of instruction and modify as needed.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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>	<p><input type="checkbox"/></p> <p>Block scheduling is created to include common preparation and lunch periods across grades to support planning.</p> <p>Allocate funding for (2) Teachers College Consultants so teachers will:  participate in lab sites in grades K-5  design effective action plans for students  implement reading and writing workshop</p> <p style="text-align: center;">\$32,000 Curriculum and Staff Development</p> <p>Money allocated to purchase class libraries for all K-5 classrooms.  \$3,263.00 TL NYSTL</p> <p>AIS Morning Program for all grade 3-5 At-risk students for ELA based on results from 2009-2010 NYS Assessment  \$12,500 TL Fair Student</p> <p>All K-2 teachers/SETTS/ELL/Speech and AIS providers are pushing into the 3-5 classes during the extended day periods on Tuesday thru Thursday to provide support to small groups of students in conferring during independent reading.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>The objective evidence that we will use throughout the year for evaluative purposes are the following:</p> <ul style="list-style-type: none"> <li>· DRA assessments will be used every 6-8 weeks to monitor students Fountas and Pinnell levels. Every benchmark will affect the direction of instruction in ELA.</li> <li>· Teachers College Reading Assessment result will indicate an increase in the number of students at proficiency levels .</li> </ul>

- ITA test results
- Literacy conferring binders and periodic assessment task will reflect student movement across text bands
- ARIS data
- NYS ELA exam test results
- Formal and informal observation

**Subject Area  
(where relevant) :**

**Mathematics**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> To increase all students problem solving skills in numbers and numeration, including those with special needs and ELLs and show overall student progress of 15% when comparing scores from 2009-2010 to 2010-2011 on a variety of math assessments including scantron, acuity and NYS Math assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>·</p> <p>A Team of teachers will be engaged in Professional Development facilitated by Math Teacher.</p> <p>Teachers will develop tasks/assessments aligned to the Common Core Standards (i.e exemplars)</p> <p>Students will be engaged in team lab sites involving demonstration lessons.</p> <p>Articulation between the Classroom teachers and the Math Cluster teacher about the implications for instruction based on the EDM End of the Unit assessments skills mastery of performance indicators. Math standards. Increase the use of manipulatives, problem solving strategies and journals to meet and/or exceed the performance standards.</p> <p>Participation in grade-wide math simulations of test preparation, sophistication, practice and exposure.</p> <p>Create a Math inquiry group focused on improving math skills in numbers and numeration.</p> <p>Through environmental walkthroughs, informal and formal observations we will monitor</p>

	implementation of best practices in mathematics and modify as needed.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include 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>	<input type="checkbox"/> Integrate math journaling into their math block as a tool for students to self assess their own understanding of math concepts.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <b>The objective evidence we will use throughout the year to evaluate our progress towards meeting our goal is:</b>  NYS Math exam test results ARIS data ITA data Pre and Post test data EDM End of the Unit Assessments aligned to the standards Informal and formal observations in mathematics.

**Subject Area (where relevant) :** \_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To build school-wide capacity to analyze data for all sub-groups; use the data to inform instruction and improve student progress in English Language Arts and Math.
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Implement systems and structures to improve school-wide communication and decision-making.</p> <p>Creation of a Response to Intervention <u>T</u>eam that will:  Consistently look at student data and progress towards Benchmark assessments in ELA and Math.  Suggest strategies for teachers to modify practice based on data and lesson feedback sheets.  Provide TIER1 - TIER III intervention strategies for teachers/students/parents  Help create academic plans for individual and groups of students  Maintain clear communication between the team/teacher/student/parents  Ensure Sub group populations are being provided with appropriate instruction and services based on need.  Ensure continuous school-wide transparency of each teams' work.</p> <p>Provide professional development around differentiated instruction for teachers.</p> <p>Use Thursday Data Team meetings to facilitate growth in analyzing data and using it to plan instruction.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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>	<p><input type="checkbox"/> Block scheduling is created to include common preparation and lunch periods across grades to support planning.</p> <p>Per session has been allocated in OTPS to pay teachers for after-school planning.  \$3,000 TL Fair Student funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The objective evidence we will use throughout the year to evaluate our progress towards meeting our goal is:</p> <p>Student RTI/AIS folders  Agenda and meeting minutes  Benchmarks and goals</p>

Simulated assessments from November, January and April.

**Subject Area**  
(where relevant) :

\_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase student social-emotional well-being and provide students with behavioral problem-solving skills.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Caught Being Good coupons will be given throughout the week by all members of the school community to students who exhibit respect and responsibility. Incentives will be given each week to students with the largest number of coupons.</p> <p>Students with anger management and social issues will select a teacher to look to for personal guidance with whom they can communicate with on a regular basis.</p> <p>A peer mediation program will be developed to help students find ways to respond to difficult situations.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include 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>	<p><input type="checkbox"/> Reference materials will be provided to teachers and students around anger management and conflict resolution skills. <input type="checkbox"/></p> <p>Students in 3-5<sup>th</sup> grade will be trained in peer mediation techniques. Select staff will be given extra time to work with students during peer mediation.</p> <p>Caught Being Good certificates and incentives will be purchased to provide to students weekly.</p>

**Indicators of Interim Progress and/or Accomplishment**

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

**The objective evidence we will use throughout the year to evaluate our progress towards meeting our goal is:**

Surveys for teachers and students that monitor progress around student-to-student interactions and student-to-teacher interactions will be administered monthly.

Attendance will be monitored and analyzed biweekly for patterns of increase as a result of students feeling safer in school.

Frequency of parent meetings for discussion around student behavior will be monitored and analyzed biweekly for decrease as a result in students behavior improving.

Increase in ELA and Math scores as a result of student increase in attendance and decrease in focus on misbehavior

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

## 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.

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	20	25	N/A	N/A	0	0	0	0
1	25	20	N/A	N/A	2	2	1	5
2	25	45	N/A	N/A	4	1	1	6
3	20	25	N/A	N/A	1	2	0	4
4	45	45	20	0	2	0	1	6
5	45	45	0	0	3	2	2	3
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<input type="checkbox"/> Each classroom teacher provides intervention to all students in the classroom. PS 107 has changed the schedule from three to two lunch periods to allow for an extra thirty minutes a day for an AIS period for all students. During this period, teachers use student data to provide differentiated, targeted instruction. Small group and one to one instruction is used while utilizing Orton Gillingham, Junior Great Books, and reading comprehension strategies while conferencing with students.
<b>Mathematics:</b>	<input type="checkbox"/> Each classroom teacher provides intervention to all students in the classroom. PS 107 has changed the schedule from three to two lunch periods to allow for an extra thirty minutes a day for an AIS period for all students. During this period, teachers use student data to provide differentiated, target instruction. Small group and one to one instruction is provided while utilizing Everyday Math Games.
<b>Science:</b>	<input type="checkbox"/> AIS includes Tier I small group instruction. Saturday Science Academy provides AIS in both performance and written portions of the NYS Science Test.
<b>Social Studies:</b>	<input type="checkbox"/> N/A
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> At-risk services provided by the Guidance Counselor include crisis intervention; one-to-one mediation and group counseling. All services are provided during the school day.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> At-risk services provided by the School Psychologist include crisis one-to-one mediation and evaluation. All services are provided during the school day.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> At-risk services provided by the Social Worker include crisis intervention; one-to-one mediation and group counseling. All services are provided during the school day.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> At-risk Health-Related Services are provided by two Speech and Language Instructors, one Physical Therapist, one Occupational Therapist, and one Adaptive Physical Education Instructor. Services are one-to-one and small group. All services are provided during the school day.

## 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) LAP to this CEP.

### **Part B: CR Part 154 (A-6) Bilingual/ESL Program Description**

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**Type of Program:**  Bilingual  ESL  Both      **Number of LEP (ELL) Students Served in 2009-10:** 54  
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

The ESL program is a free-standing push-in program, where English is the language of instruction. This program will service both the general and special education population, in grades K-5. The program will service approximately 49 students during 2010-2011 school year as per the LAB-R and NYSESLAT. Students are grouped in one to two classes by proficiency level per grade level. Students receive English as a Second Language instruction with native language support based on the student’s proficiency level as mandated by CR Part 154. Students receive instruction in the four language modalities of listening, speaking, reading, and writing. The overall goal of our program is in the preparation of our ELL students to become English proficient as demonstrated in the NYSESLAT and meeting the standards for the New York State Exams. Instruction is provided by one certified ESL teacher. Instruction takes place during daily 45-90 min. blocks. Advanced students receive 180 minutes per week of ESL instruction. Intermediate and beginners receive 360 minutes per week of ESL. Teachers will plan collaboratively with the ESL teacher on the use of ESL scaffolding strategies/methodologies to assist the ELL population in their classes. Our ESL students will receive instruction in English using ESL scaffolding strategies (modeling, bridging, contextualization, schema building, text representation, and metacognitive development) throughout the content areas. Teachers will use Rigby, Balanced Literacy, and Teachers College as a way to build student reading comprehension and writing skills. Students will be given time for peer interaction providing opportunities to apply common language learning strategies, read multicultural children’s literature, develop the four strands of communication (e.g. listening, speaking, reading, writing), and explicitly taught specific vocabulary concepts and language functions.

We have implemented the Teacher’s College Curriculum in our school in which all our ELL students participate. Each classroom has libraries that include independent reading books that represent a variety of reading level, student interests and a diversity of authors. Bilingual books are also available for students to read in school and take home. Reading and writing workshop are used in the classrooms. Teachers keep a folder and notebook for each student which contains samples of student writing, pieces in revision, and story ideas. Progress of ESL students are monitored daily by informal observation of their performance in the classroom, homework completion, classroom tests, running records for reading, results of formal assessments and standardized test, and classroom teacher input. All data that is collected is interpreted and discussed on an ongoing basis. Each Thursday, for one period, teachers are brought together to look at student work and data. Teachers share strategies and activities that have worked in their classrooms as well as receive professional development around differentiating instruction and classroom assessments. This data is used to recreate groups, revisit skills, alter modes of instruction, and provide any other changes that are needed.

The PS 107 Title III Morning and Afternoon Academy for the 2010-2011 school year will provide ELL students with supplemental instruction. The Instructional program will service ELLs in grades 3 through 5 who scored at beginning, intermediate, and advanced levels (for two years) of the NYSESLAT. The Morning Academy will meet from 7:30-8 a.m. Mon.-Weds. beginning November 2010 through April 2011. Everyday will focus on building students English Language skills. Monday will be dedicated to reading where teachers will use the Comprehensive Reading program to build students fluency and comprehension skills. Tuesday will be dedicated to writing where teachers will use shared writing and responding to text to build students grammar and writing skills. Wednesday will be dedicated to math where teachers will use Aha Math to build students academic language in math and computation skills. Group size will be maintained at 10 students per teacher. Two certified teachers will provide supplemental instruction in alignment with New York State ESL Learning Standards and the National Core Standards. There will be one supervisor at no cost to the Title III. The Afternoon Academy will meet from 3:15-5:15 on Tuesdays. The two hours will be dedicated to writing and math skills for students who have scored at the advanced levels for two years. During the month of March, we will provide students with NYSESLAT preparation during these supplemental times.

## II. Parent/community:

At PS 107 there is a parent coordinator that works with all parents, including parents of our English Language Learners and our Special Needs students. ELL parents are invited to all Parent Association meetings, as well as receive workshops geared towards ELL issues. There is a Parent Orientation in September, and thereafter on an as-required basis, where parents view a video in their home language, given a brochure of available programs in the city, and have all of their questions answered, which helps to choose an appropriate ELL program for their child. Other programs where parents are involved include: Common Cents Penny Harvest; Partners in Print; and Title III after-school program for ELLs. The Parent Coordinator, as well as, the Regional Division of Youth and Family Support provide information and counseling regarding services available. The ESL Instructor plans and facilitates after-school and weekend trips for parents and students to participate in. All written communication to parents such as notices to attend meetings, progress reports, brochures, and flyers are sent home in English and translated to the students' native language. Members of the school learning community translate written communications and serve as oral interpreters as needed.

Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and workshops so that they can better assist in the education of their children at home. These workshops will take place during the school day and after-school to accommodate all parents. Parent Technology workshops are given in the middle of the year that focus on parents learning how to use computer software while also strengthening their literacy skills in English. Title I/III monies will be used to purchase refreshments for parent meetings as well as have an outside agency come in and provide ESL technology and other literacy workshops.

## III. Project Jump Start (Programs and activities to assist newly enrolled ELL/LEP):

Activities and programs available to all newly enrolled LEP students, including students with interrupted formal education (SIFE), include the following: Academic Intervention Services (AIS) with teachers using ESL methodologies; differentiated instruction; SES in ELA and Math; Partners in Reading; Test prep academies (morning and afternoon); Project Arts

IV. Staff Development (2010-2011 activities—tentative dates and ELL-related topics):

The school provides professional development. All teachers receive site-based and in-class professional development in the core curricula, using ESL methodologies and strategies. The professional development will be provided by our ESL Teacher.

Analyzing Student Data- November 2010  
Language Allocation Policy- December 2010  
Succeeding with ELLs in TC Model- December 2010  
Differentiating Classroom Assessments- January/February 2011  
General ESL Strategies -January/February 2011  
Developing Academic Language for the ELA –March 2011

Our school has also received a grant through the Chancellors offices which will allow our teachers to have the last period on Thursdays to look at student data. One Thursday out of the month will be used for a Differentiated Study Group. This group will share strategies, activities, student work, and assessments that they are using to meet the needs of ELLs. The ESL Teacher will provide professional development around ways to differentiate lessons for upcoming units. The professional development plan for our school personnel who will need the 7.5 hours in strategies for teaching ELLs as per Jose P. is as follows:

Building Vocabulary for ELLs- January 2011  
Social Language vs. Academic Language -February 2011  
Developing Academic Language in Contents- March 2011  
Maximizing Success for ELLs in Writing-April 2011  
Using Technology to Differentiate for ELLs- May 2011

The 5 workshops scheduled will each be 2 hours in length. Six teachers who service ELL students will also have an opportunity to attend the Bilingual Education Conference this school year. During the conference, teachers will attend a series of workshops over the course of three days that focus on improving academic performance for bilingual students.

V. Support services provided to LEP students (Other support structures that are in place in your school which are available to ELLs):

The ELA coach-staff developer, the math coach-staff developer, and the TC consultants support our ELLs to ensure student achievement and teacher development. The PPC/AIS team meets every week to discuss students that are identified as at-risk by their teachers. The team will create an individual plan of improvement for those students. Student progress will be monitored every six weeks and adjustments to their intervention plan will be made as needed.

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2008-09**

School District: 08

Type of Program: ESL  Bilingual  Both   
 (Check one only)

School Building PS\_107

(Complete this form for each school building with LEP students in grades K-6 during 2009-10)

Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		
		Bil	ESL																			
Arabic (ARB)	1		1	1		1																
Bengali (BEN)																1		1				
Bosnian (BOS)																						
Chinese (CMN)																						
French (FRA)				1		1																
H. Creole (HAT)																						
Hindi (HIN)																						
Japanese (JPN)																						
Korean (KOR)																						
Polish (POL)																						
Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)	8		8	5		5	6		6	6		6	5		4	3		3				
Vietnamese (VIE)																						
Ibo (IBO)	1		1																			
<b>SUB TOTALS</b> →	10		10	7		7	6		6	6		6	5		4	4		4				

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6 **Identified** in the Building in 2008-09 38  
 (Do not include long-term LEPs) (Do not include long-term LEPs)  
 (Long-term LEP= over 6 years of service)

Total Number of LEP students in grades K-6 **Served** in the Building in 2008-09 37  
 ESL

## ADDITIONAL LANGUAGES

Acholi (ACH)	Georgian (KAT)	Mende (MEN)	Swedish (SWE)
Adangme (ADA)	German (GER)	Mohawk (MOH)	Tajiki (TGK)
Afrikaans (AFR)	Guarani (GUG)	Ndebele (NDE)	Tamil (TAM)
Akan (AKA)	Gujarati (GUJ)	Nyanja (NYA)	Telugu (TEL)
Algonquin (ALQ)	Hausa (HAU)	Oneida (ONE)	Thai (THA)
Amharic (AMH)	Hebrew (HEB)	Papiamento (PAP)	Tigre (TIG)
Arabic (ARB)	Hindi (HIN)	Pashto (PST)	Tonga (TNZ)
Arawak (ARW)	Hungarian (HUN)	Romanian (RON)	Turkish (TUR)
Assamese (ASM)	Ibo (IBO)	Romansch (ROH)	Ukrainian (UKR)
Aymara (AYC)	Icelandic (ISL)	Rundi (RUN)	Urdu (URD)
Basque (BAQ)	Ilocano (ILO)	Samoan (SMO)	Wolof (WOL)
Bemba (BEM)	Indonesian (IND)	Sanskrit (SAN)	Yoruba (YOR)
Bengali (BEN)	Kabyle (KAB)	Seneca (SEE)	Zulu (ZUL)
Bhili (BHB)	Kamba (KAM)	Seri (SEI)	
Brahui (BRH)	Kashmiri (KAS)	Shan (SHN)	
Breton (BRE)	Konkani (KNN)	Shona (SNA)	
Bulgarian (BUL)	Lao (LAO)	Shina (SCL)	
Cebuan (CEB)	Latvian (LAV)	Sidamo (SID)	
Cham (CHA)	Lithuanian (LIT)	Sindhi (SND)	
Czech (CES)	Macedonian (MKD)	Slovak (SLK)	
Danish (DAN)	Malay (MLY)	Slovenian (SLV)	
Estonian (EST)	Malayalam (MAL)	Somali (SOM)	
Ewe (EWE)	Maltese (MLT)	Sotho-Southern (SOT)	
Finnish (FIN)	Mandinka (MNK)	Sukuma (SUK)	
Garifuna (CAB)	Marathi (MAR)	Swahili (SWH)	

## Number of Teachers and Support Personnel for 2008-09

School Building: PS 107 District 08

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals** *		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
1. { PS 107		1					1
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
<b>TOTALS</b>		1					Grand Total 1

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2008-2009 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

**Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.**

# SAMPLE STUDENT SCHEDULE 2009-10 ESL

ESL Program Type:             Free-Standing     Push-in             Pull-out  
 Indicate Proficiency Level:  Beginning             Intermediate             Advanced

School District: \_\_\_\_\_ 08 \_\_\_\_\_

School Building: PS 107 \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00	Subject (Specify)				
	To: 8:50	ESL Group 1				
<b>2</b>	From: 8:50	Subject (Specify)				
	To: 9:40	ESL Group 1	ESL Group 1	ESL Group 1	ESL Group 1	ESL Group 2
<b>3</b>	From: 9:40	Subject (Specify)				
	To: 10:30	ESL Group 2				
<b>4</b>	From: 10:35	Subject (Specify)				
	To: 11:25	ESL Group 2	ESL Group 2	ESL Group 3	ELA Group 3	ELA Group 3
<b>5</b>	From: 11:30	Subject (Specify)				
	To: 12:20	ESL Group 3	ELA Group 3	ESL Group 3	ELA Group 3	ESL Group 3
<b>6</b>	From: 12:25	Subject (Specify)				
	To: 1:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>7</b>	From: 1:20	Subject (Specify)				
	To: 2:15	PREP	PREP	PREP	PREP	PREP

# SAMPLE STUDENT SCHEDULE 2009-10 ESL

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 08

School Building: PS 107

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00 To: 8:50	Subject (Specify) ESL Group 1				
<b>2</b>	From: 8:50 To: 9:40	Subject (Specify) ESL Group 1	Subject (Specify) <b>ESL Group 2</b>			
<b>3</b>	From: 9:40 To: 10:30	Subject (Specify) <b>ESL Group 2</b>				
<b>4</b>	From: 10:35 To: 11:25	Subject (Specify) <b>ESL Group 2</b>	Subject (Specify) <b>ESL Group 2</b>	Subject (Specify) ESL Group 3	Subject (Specify) ELA Group 3	Subject (Specify) ELA Group 3
<b>5</b>	From: 11:30 To: 12:20	Subject (Specify) ESL Group 3	Subject (Specify) ELA Group 3	Subject (Specify) ESL Group 3	Subject (Specify) ELA Group 3	Subject (Specify) ESL Group 3
<b>6</b>	From: 12:25 To: 1:15	Subject (Specify) LUNCH				
<b>7</b>	From: 1:20 To: 2:15	Subject (Specify) PREP				
<b>8</b>	From: To:	Subject (Specify)				

# SAMPLE STUDENT SCHEDULE 2009-10 ESL

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 08

School Building: PS 107

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00 To: 8:50	Subject (Specify) ESL Group 1				
<b>2</b>	From: 8:50 To: 9:40	Subject (Specify) ESL Group 1	Subject (Specify) ESL Group 2			
<b>3</b>	From: 9:40 To: 10:30	Subject (Specify) ESL Group 2				
<b>4</b>	From: 10:35 To: 11:25	Subject (Specify) ESL Group 2	Subject (Specify) ESL Group 2	Subject (Specify) <b>ESL Group 3</b>	Subject (Specify) <b>ELA Group 3</b>	Subject (Specify) <b>ELA Group 3</b>
<b>5</b>	From: 11:30 To: 12:20	Subject (Specify) <b>ESL Group 3</b>	Subject (Specify) <b>ELA Group 3</b>	Subject (Specify) <b>ESL Group 3</b>	Subject (Specify) <b>ELA Group 3</b>	Subject (Specify) <b>ESL Group 3</b>
<b>6</b>	From: 12:25 To: 1:15	Subject (Specify) LUNCH				
<b>7</b>	From: 1:20 To: 2:15	Subject (Specify) PREP				
<b>8</b>	From: To:	Subject (Specify)				

**Part C: For schools that will receive Title III ELL Supplemental Services for 2010-11:**

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

**Form TIII – A (1)(a)**

Grade Level(s) 3, 4, & 5 Number of Students to be Served: 25 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 2 Other Staff (Specify) \_\_\_\_\_

**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.

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**Instructional Program**

· ***Type of program***

Morning School and After-School Program

· ***Rationale for program***

It is realized that our English Language Learners are not only combating the English language, but their native language as well, so there is very little, if anything, to transfer to the English Language. According to the NYSESLAT and Acuity Assessments, English Language Learners at PS 107 are having tremendous difficulty in reading comprehension and writing. The NYSESLAT data for students who have scored at the Advanced level for two consecutive years reveals that writing is the area that they score the lowest in each year. The math data for our school reveals that less than 30% of students are scoring on grade level in Math. Students need extra support and practice with reading comprehension, writing skills, and math academic language that cannot be given during the regular school day because time is not available. Therefore, a dire need exists to create a program to provide extra help to our ELL population. PS 107 has supplemented its regular ESL program with a *morning and after-school ELL program*.

· ***Description of Program***

Students will be given opportunities to engage in language/literacy experiences that enhance their listening, speaking, reading, and writing skills to help them pass the New York State English as a Second Language Achievement Tests. In addition, another goal of the program is to prepare students to take the required New York City and New York State Standardized tests. The Morning Academy will have specific focus each day. Everyday will focus on building students English Language skills. Monday will be dedicated to reading where teachers will

use the Comprehensive Reading program to build students fluency and comprehension skills. Tuesday will be dedicated to writing where teachers will use shared writing and responding to text to build students grammar and writing skills. Wednesday will be dedicated to math where teachers will use Aha Math to build students academic language in math and computation skills. The Afternoon Academy will meet from 3:15-5:15 on Tuesdays. The first hour of the program will be designed to engage students in vocabulary building activities and analyzing reading passages. The second hour of the program will require students to create pieces of writing using information that was learned from the reading. . During the month of March, we will provide students with NYSESLAT preparation during these supplemental times.

- ***Language(s) of Instruction***

The language of instruction will be English.

- ***Service providers (must be ESL/Bilingual certified)***

There will be two service providers.

- ***Frequency of program***

The Morning Academy will meet from 7:30-8 a.m. Mon.-Weds. The Afternoon Academy will meet from 3:15-5:15 on Tuesdays.

- ***Duration of program***

The program will begin November 2010 and conclude April 2011.

- ***Grade levels; Number of students***

This program will support twenty 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> grade students.

- ***Materials (must be supplementary and should not exceed 20% of the total allocation)***

Students will be using the Empire State NYSESLAT prep books to improve their reading and writing skills and the Neo 2 Laptop programs for writing. These test prep materials provide listening and speaking activities that will be used with students as well as Listen and Learn activities to provide additional support. Aha Math will be used to help students develop math language and computation skills.

**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.

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**Professional Development**

· ***Rationale***

PS 107 has one English As a Second Language instructor for all students. This teacher is responsible for providing services for all ELL on grades K-5. While students receive this instruction in the classroom for specified periods of time, the rest of their day is spent in English dominant classrooms. Teachers have the responsibility of differentiating and providing extra support for ELLs. With this in mind, PS 107 wants to ensure that teachers have the knowledge and skills needed to provide this support to ELLs. Professional development will focus on providing teachers with scaffolding and differentiated strategies to meet the needs of ELLs. It will also focus on how to prepare ELLs to meet and exceed the NYS and National Core standards and achieve higher on all city and state assessments. To ensure our students success, a plan for professional development is necessary.

· ***Activities***

**The professional development workshops are scheduled as follows:**

- Building Vocabulary for ELLs- January 2011
- Social Language vs. Academic Language -February 2011
- Developing Academic Language in Contents- March 2011
- Maximizing Success for ELLs in Writing-April 2011
- Using Technology to Differentiate for ELLs- May 2011

· ***Alignment with Instructional Supplemental activities***

Providing teachers with the opportunity to gain more knowledge about strategies to support ELLs will ensure that students are learning at their level which they will be able to demonstrate on the city and state assessments. This is also the goal and rationale for providing them with extra support during the morning and after school program.

· ***Service provider qualification***

The ESL teacher will be providing 5 workshops.

· ***Frequency; Duration***

The workshops will begin in December 2010 and continue through May 2011. There is one workshop planned each month and all workshops will last 2 hour.

· ***Targeted audience***

All workshops are opened to service providers of ESL students. This includes classroom teachers, cluster teachers, guidance counselors, Academic Intervention Support (AIS) personnel, Parent Coordinator, and other members of the school community.

**Description of Parent and Community Participation**—Explain how the school will use Title III funds to increase parent and community participation.

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**Parental Involvement**

· ***Activities***

Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and workshops so that they can better assist in the education of their children at home. These workshops will take place during the school day and after-school to accommodate all parents.

· ***Service provider qualifications***

The ESL teacher and the Parent Coordinator will be providing workshops for parents. There will be technology workshops provided by Flame Co.

· ***Refreshments***

Parents will be invited to indulge in coffee or juice as well as donuts or bagels.

· ***Frequency; Duration***

There will be ten workshops planned for year. There will be four workshops provided one every other month beginning in November 2010 – May 2011 that focus on literacy skill and helping students at home. The technology workshops will be six consecutive Tuesdays in March-April 2011 that will build parents basic computing skills. All workshops will be scheduled to last 1 ½ hour.

**Form TIII – A (1)(b)**

School District 08

For Title III

BEDS Code 320800010107

**School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10, 252.77	<p>One ESL teacher– ELL Afternoon Academy - Per Session</p> <p>1 ESL Teacher Nov. 16, 2010-April 26,2011</p> <p>20 days X 2 hours each (\$49.89) = <b>\$1,995.60</b></p> <p>Two ESL teachers– ELL Morning Academy - Per Session</p> <p>2 ESL Teachers Nov. 9, 2010-April 13, 2011</p> <p>21 weeks X 1.5 hours each week (\$49.89) = <b>\$3,143.07</b></p> <p>One ESL Teacher– Providing Professional Development</p> <p>1 ESL Teacher X 5 days, 2 hours (\$49.89) = <b>\$498.90</b></p> <p>10 Teachers – Professional Development</p> <p>Training Rate 3 days X 2 hours (\$27.03) = <b>\$1,621.80</b></p> <p>Per Session 2days X 2 hours (\$49.89) = <b>\$2,993.40</b></p>
Purchased services such as curriculum and staff development contracts	\$1650	<p>Parent workshops will be conducted by <b>Flame Co.</b> that are aimed at supporting a partnership between the parents and the school to improve student academic achievement. Workshops will provide materials and training to help parents work with their children to improve in all academic areas.</p> <p>6 Parent Workshops X \$250.00 = <b>\$1, 500.00</b></p> <p>6 Parent Workshops X \$25.00 = <b>\$1 50.00</b></p>
Supplies and materials	\$4,236.20	Bilingual Books in Spanish and Arabic

		<p>Listen and Learn Activities</p> <p>Unit Theme Props and Manipulatives</p> <p>Unit Theme Libraries</p> <p>Leap Pad Learning System Books for Grades K-5</p> <p>Parent At-Home Support materials from Flame Co.</p>
Educational Software	\$1200	The purchase of reading and writing software that allows students to listen interactively will be purchased.
Other	\$1800	<p>New York State Association for Bilingual Education (NYSABE) Annual Conference.</p> <p>8 Educators @ \$225.00 per person for conference registration and travel expenses = <b>\$1800</b></p>
<b>TOTAL</b>	<b>\$15,000</b>	

**This entire section must be completed for each budget submitted.**

**SECTION XVII**  
**BUDGET NARRATIVE**

School District 08 For Title III  
BEDS Code 320800010107

**\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2009-2010, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</b>
<i>Code 15 Professional Salaries</i>	<i>The ESL teacher will be paid per session for working afterschool one day of the week for two hours. The program will be held for 20 weeks.  Ten teachers will be paid per session for attending six workshops for 1 ½ -2 hours that will train teachers on ESL strategies. One ESL teacher will be paid per session for providing the training.  The ESL teacher and Parent Coordinator will give three workshops to provide parents opportunities to learn more about the best ways to support their children at home.</i>
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	<i>An ESL staff developer will train teachers on the best strategies to support ESL students in their classes as well as the best resources to achieve this goal.</i>
<i>Code 45 Supplies and Materials</i>	<i>Workbooks and picture cards will be purchased for the after-school program. Manipulatives and listening activities will also be purchased. At Home Support Materials will be purchased for students use.  The purchase of reading and writing software that allows students to listen interactively will be purchased.</i>

**This entire section must be completed for each budget submitted.**

School District \_\_\_\_\_ For Title III  
BEDS Code \_\_\_\_\_

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

## **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.

PS 107 assessed all data that shows that a large parent population is native speakers of another language, predominantly Spanish. The data used to assess our school's written translation and oral interpretation needs can be obtained from the Home Language Survey (HLS) form, which is administered to all new entrants during registration. The primary language of each parent is maintained on the ATS, the student emergency card and on the students' cumulative record card. Parent letters, notifications, academic programs and interventions, and calendars need to be addressed in the students' native language for full parental comprehension and involvement.

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.

The major findings of the school's written translation and oral interpretation needs include an in-house dedicated oral and written translator and access to outside translation contractors and a more efficient method of home/school communication. These services are communicated to the school community through bi-lingual parent letters, Principal/PA meetings, parent/teacher conferences and through Guidance services.

### **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.

The school will provide a dedicated staff member for written translation, who will be available daily to translate incoming and outgoing correspondence. In addition, this person will be available to translate written home/school communication from administration, teachers and the SBST. The school will be in contact with the the Department of Education's Translation and Interpretation Unit to provide two translators for our parent open house in the Fall and in the Spring.

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.

The school will provide a dedicated staff member for oral translation, who will be available during conferences, meetings and as needed. In addition, this person will be available for oral interpretation of information for the administration, teachers and the SBST.

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>.

All parents who require language assistance services will be given written notification of their rights regarding translation and interpretation services, and instructions on how to obtain the services. The school will post, in the main lobby, a sign indicating the room where a copy of such written notification can be obtained. The school's safety plan ensures that parents in need of language assistance services will be accommodated. The Department of Education's website, that provides information in covered languages, will be sent to parents via bi-lingual informational letters.

## **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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	514,543	152,233	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,153		
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:	51,454	*	

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 2009-2010 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.

Mentoring of new teacher. Professional Development in school and within the network. Inter class and inter school visitations. Buddy teacher. Coaching by the grade Leader. Direct supervision by the grade level administrator,

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation** : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

Included in School Documents Section

## 2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

**Explanation** : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

Included in School Document Section

## 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.

According to the New York State Report Card, PS 107 remains a School in Good standing. We met AYP in Mathematics and Science but did not meet with ELA and Special Needs students. During the 2009-2010 school year, 26% of students performed on grade level in mathematics and 23% in English Language Arts. With the re-norming of the NYS ELA and Math Assessment and the change to the growth model for looking at student progress the overall

performance and progress in the 2009-2010 school year declined in ELA and Math. This same trend has been identified for our Special Education population in both ELA and Math.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

In order to ensure that the lowest third student population demonstrates student improvement on the 2011 NYS ELA exam, our school's Inquiry Team initiative is to improve Academic Vocabulary and comprehension of non-fiction text. Special Education and ELL students receive intervention/enrichment as per their IEPs and interim assessment data feedback. Students are fully mainstreamed for instruction and are invited to participate in all after-school and Saturday programs, where allowable. Technology is fully integrated into all subject areas. Teachers, students and parents are made aware early in the school year of the standardized test levels for reading and math, as well as DRA levels. Understanding the next steps for improvement is a continuum at 107. Daily instructional activities are provided to strengthen children to move beyond their current status to the next level. Homogeneous and heterogeneous groups of children are created to teach specific lessons for improvement based on the data.

b) Use effective methods and instructional strategies that are based on 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.

Teachers will participate in ongoing Professional Development in understanding the Progress Report and the necessity for Team Building. Involvement in this PD will promote a greater awareness of the need for planning strategically across the grade levels, based on the data. A greater sense of accountability for teaching and learning will be revealed, with an increased understanding of the school's Progress Report and its implications for student achievement and performance.

o Help provide an enriched and accelerated curriculum.

Understanding that to improve student outcomes, we must improve the quality of teaching practices.

As a result the following professional development initiatives will be incorporated this year:

1) To improve reading and writing instruction in grades K-5 using a constructivist approach based on the Lucy Calkins Reading and Writing Process.

2) To improve reading assessment through the utilization of the Teachers College Reading Benchmark

Assessment introduced in Grades K-5 to address long and short term targets in reading.

- 3) To utilize assessment data to provide a concrete methodology for differentiating instruction in all content areas to produce school-wide student improvement.
- 4) Math Professional development for teachers that examines the specific skills that students are lacking? Do we teach them? When? And how do we teach and assess student mastery?
- 5) Participation in a school wide SBO to use Extended day Thursdays to focus specifically on monitoring and assessing the student achievement of the Special Ed, bottom third and Ell students.

- o Meet the educational needs of historically underserved populations.

- All students who are underachieving are receiving intervention during school each day as well as in the morning enrichment program.
  - 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.

- By looking at individual student data, teachers will plan accurately to address individual student skill deficits. Students will be provided with additional services such as counseling, AIS, or other intervention services as needed.
  - o Are consistent with and are designed to implement State and local improvement, if any.

- At the beginning of each year, teachers meet to review current policies that are in place and requirements that have to be met for the school year. As a result of current changes, our curriculum is being adjusted so that it utilizes the new core curriculum for the national standards.
- 3. Instruction by highly qualified staff.

Teachers files and qualifications will be reviewed to determine certification status of staff. All efforts will be made to ensure that all teachers are certified. The UFT works closely with teachers who have not reached permanent certification to assist them to determine what needs to be completed. The school's personnel secretary keeps provisional teachers informed as to examination dates, requirements, and status.

- 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.

Teachers are receiving Professional development in assessment and accountability and the use of the ARIS Community to look at student item analysis data, identify weaknesses and focus instruction around skills that are lacking in the teacher or the students. We will improve student progress by strengthening the teaching and assessment cycle, re-assessing current strategies, making a shift from program implementation to student driven assessments that determine the classroom practice.

- Professional development will incorporate planning time for both horizontal and vertical grade-level/content area (Curriculum Mapping)
- Professional development by highly-qualified personnel, in collaboration with intended participants
- Professional development that allows for opportunities to practice new strategies
- Professional development that is meaningful, intense and sustained
- Differentiated professional development for experienced and new teachers
- Based on needs assessment, a variety of professional development opportunities will be available
- Use of a variety of intensive professional development offered outside of the contractual school day
- Professional development that supports teachers with opportunities to collaborate with peers, shared planning time, mentoring, and coaching

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

- Attend job fairs conducted by the Department of Education
- On-line advertisements
- Network with colleagues, colleges, and universities

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

Our PTA is developing workshops and outreach programs that will help to increase parental involvement. The parent coordinator distributes notices timely and has monthly programming around cultural celebration and ways to celebrate children's success at home that brings parents together. They will continue to use technology, telephone messaging, and flyers to get more parents informed about school operations. Other strategies to increase parental involvement are located in Part VI of the Action Plan: Parent Involvement

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.

In order to assist pre-school students to make a successful transition, the following will occur:

- Teachers of Kindergarten and Grade 1 will visit and articulate with coordinators of community pre-school

- Pre-K parents will have the opportunity to visit kindergarten classrooms and visit other areas of the school
- Parents will receive “What did your child learn in school today?” brochure, distributed by the Department of Education
- Students will participate in school-wide performances and programs

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 provided with planning periods to look at data across the grade and determine next steps for students. On Thurs., the entire staff will meet to discuss data findings and make decisions around assessments and next steps as a school. As school teams will gather they coordinate, analyze, and disseminate data to all relevant stakeholders. Results will assist in implementing flexible groupings, support and drive instruction, and to identify subgroups in need of AIS. Findings will also aid in modifying curriculum, methods of instruction, methods of assessment and services.

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.

Additionally, our findings indicate a need for intensive academic interventions for all students not meeting the standards. To support this population, we will implement AIS programs that include: Reading Recovery, Ortin Gillingham, Great Leaps, Words Their Way, Reading Raz and group/individual tutoring. Our findings also revealed a need to revisit curriculum mapping and program alignment processes to ensure that we are providing a fully comprehensive educational program that supports quality instruction and learning for our unique and baseline populations. We need to thoughtfully and deliberately strive to create a coordinated and seamless design, where the standards-based strategies, inherent in each approach, are integrated and reinforced during all extended learning 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 following programs, coordinate, integrated and supported under NCLB are: City Light (Violence Prevention); Student Leaders in collaboration with the school nutritionist; Parents United for Learning Workshops;

## **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 specifically 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.e., Federal, State, or	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in	Amount Contributed to Schoolwide Pool (Refer to Galaxy for school	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program
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	<i>Local)</i>	<b>the Schoolwide Program</b>			<i>allocation amounts)</i>	<b>whose funds are consolidated.</b> Indicate goal number references where a related program activity has been described in this plan.	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check(x)</b>	<b>Page#(s)</b>

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**1Reminder:** 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.

**2Note:** 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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)

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2. Please describe the services you are planning to provide to the STH population.

Our school currently has 9 students living in temporary housing. We provide them the same services as those provided to the general population with additional social services. We conduct interviews with the families and students to ensure that basic necessities and supplementary educational and counseling services are readily available to students and families if needed. Liasons at the school( Parent Coordinator, Family Assistant and Guidance Counselor) have been designated to articulate with families to determine needs and priorities of the students. We coordinate with the Office of Pupil Transportation(OPT) in arranging transportation for students.Family Assistant monitors and improves the attendance of STH students and stress the importance of notifying school of changes in location to provide for uninterrupted educational programs. Additionally, our school has funds in OTPS to purchase for these students school supplies needed for successful intergration of the child into the school community. Parents are encouraged to attend workshops and involve their children in all school activities.

### **Part B:**

**Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

## **CEP RELATED ATTACHMENTS**

### ***Demographics of School Community***

Public School 107x is located in the Soundview section of the Bronx. The Soundview area has a population of approximately 30,287 residents. PS 107 serves Pre-Kindergarten to grade 5 with a population of 522 students from culturally diverse backgrounds. According to the most recent ethnic data .5% of the students are white, 1% is Asian, .5% is American Indian, 45% are black, and 53% are Hispanic. The majority of the students reside in New York City low income housing projects and 100% of them qualify for free or reduced lunch. The 2008 city data reports that the median household income in this community is approximately \$32,170, with 31.3% of the families below the poverty level. About 26.7% of these households are single mother households and 42.4% of married couples are both working.

P.S.107 is a Title I and Title III school. P.S. 107 accommodates one (1) Pre-K class, three (3) kindergarten classes, four (4) first grade classes, three (3) second grade classes, three (3) third grade classes, three (3) fourth grade classes, and three (3) fifth grade classes. There are two (2) classes with a 12:1 ratio, as well as four (4) Collaborative Team Teaching (CTT) classes and three (3) 12:1:1. The average class size is 22 to 28 students. The ESL program presently services forty-nine students from K to 5. There is no bilingual program because there isn't a sufficient number of LEP/ELLs on two contiguous grades, all of whom speak the same native language, whose parents have selected bilingual educational services, to warrant one. Students are heterogeneously grouped within each grade. Current strategies for implementing the new continuum include parent and staff development sessions, ongoing assessment of student de-certification readiness, and staff input in student evaluations.

The administration body is comprised of one principal and two assistant principals. There are 29 classroom teachers, 5 cluster teachers, 2 speech and language teachers, and one data specialist. The staff also includes a School Based Support Team (SBST), one ESL teacher, one SETSS

teacher, six school aids, and two school safety officers. The student body has one guidance counselor, one social worker, one parent coordinator, one school nurse, and two secretaries. 100% of the teachers are fully licensed and certified and 93% hold a Master’s Degree.

At PS 107, 33% of the students have Individualized Education Plans (IEPs) and are receiving services from the full range of special education continuum. Services provided include Special Education Teacher Support Services (SETSS), Collaborative Team Teaching (CTT) classes, in compliance with the New Continuum of June 20, 2004, instruction in self-contained classes and related services such as Speech and Language, Counseling, and Occupational and Physical Therapy. Adaptive Physical Education is also offered.

***ESL Instructional Program***

Presently there is a Freestanding ESL push-in program servicing general and special education students in grades K-5. Our program provides instruction in English with native language support, emphasizing English language acquisition. There is one certified ESL teacher who services forty-nine students, 9% of school student population, whose dominant language is Spanish. The home languages for each grade level are reflected below.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Spanish	8	12	11	5	8	3
Bengali	1					
Arabic				1		

All students are grouped heterogeneously across grade levels. The ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The ESL teacher participates in professional development provided through Quality Teaching for ELLs (QTEL) as well as trainings provided by NYC BETAC Offices. The ESL teachers provides students who are beginners and intermediates with 360 minutes of ESL instruction per week, and the advanced students with 180 minutes of instruction per week. English is the language of instruction for the freestanding ESL program, but native language supports are provided for each

classroom. The ESL teacher services each grade span for a designated number of periods each day as referenced below.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
ESL Push-In	2	2	2	2	2	2	2
<b>Total</b>	<b>2</b>						

Out of the forty-nine students receiving ESL services, 4 of those students have been receiving ESL for 4-6 years and of those four students, one receives Special Education services. All others have 3 years or less of ESL service with 3 of those students receiving Special Education services as well. The ESL teacher has a planning period each day with classroom teachers in order to collaborate around methodologies and strategies that teachers can use to provide intensive instruction to our ELL students.

At the beginning of each school year, and continuously throughout the year upon enrollment of new English Language Learners, the ESL teacher holds an orientation for parents where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explains program options in their home language. During the orientation parents view a video that is presented in their home language, receive an explanation of programs and program requirements, and are given an opportunity to ask questions, which helps parents to choose an appropriate ELL program for their child. Parents who attend the workshops are also given a brochure in their home language of available language programs. Parents are then given a Parent Survey and Program Selection form to fill out after they make an informed program choice. For those parents who do not attend three consecutive workshops, a selection form is sent home with the student and a follow-up phone call is made to answer any questions over the phone and to ensure that the selection form is returned.

After reviewing the Parent Survey and Program Selection form for the last two years, the trend in program choices is English as a Second Language. Out of every 10 students who register, one parent elects to have their student placed in a dual language program. Upon conversations with parents who select ESL, they have explained that they select ESL principally for two reasons: 1. Parents want their children to be in an all English speaking environment so that their child will have a better opportunity to learn English at a more rapid pace. 2. Their native language is usually the only language spoken in their household, so school becomes the only time for them to practice academic English. Parents are encouraged to work with students at home in their native language whenever possible and provided with as many resources as are available.

In order to support parents, they are given surveys in the beginning of the year that asks them to identify resources or support that they need from the school. Workshops are planned accordingly. Many parents in the community do not speak English and have expressed the frustration they feel when trying to help their child with school work. Workshops will be provided for parents that present them with opportunities to learn more ways that they can help their child at home. In addition, we are making plans to offer family math and literacy nights monthly to encourage parents to learn alongside of their children. The ESL teacher and the Parent Coordinator provide workshops for parents as well as outside contractors. Technology and ESL classes for parents are also being planned for the current school year.

### ***Assessment Analysis***

Each year, students are given the Language Battery Revised (LAB-R) and New York State English as a Second Language Achievement Test (NYSESLAT). Although the ESL program utilizes data from various sources to determine students' strengths and areas for growth, these are the primary assessments used to put plans in place to support ELLs at PS 107. The following table shows the LAB-R and NYSESLAT analysis for the school. These are the number of students on each grade scoring at the various levels.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	<b><i>Total by Level</i></b>
Beginner Level	8	9	6		3	1	<b><i>27</i></b>

Intermediate Level		2	1	4	2		<b>9</b>
Advanced Level	1	1	4	2	3	2	<b>13</b>
<b>Total by Grade</b>	<b>9</b>	<b>12</b>	<b>11</b>	<b>6</b>	<b>8</b>	<b>3</b>	<b>49</b>

Students are at various English proficiency levels on each grade. These levels differ when you look at the proficiency level for specific modalities. Below are the modality results for our current students.

	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Total by Level</b>
<b>Listening/ Speaking</b>							
Beginning	<b>6</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>13</b>
Intermediate	<b>2</b>	<b>5</b>	<b>2</b>		<b>1</b>		<b>10</b>
Advanced	<b>1</b>	<b>2</b>	<b>2</b>		<b>2</b>		<b>7</b>
Proficient		<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>16</b>
<b>Reading/ Writing</b>							
Beginning	<b>8</b>	<b>9</b>	<b>5</b>		<b>3</b>	<b>1</b>	<b>26</b>
Intermediate			<b>1</b>	<b>4</b>	<b>2</b>		<b>7</b>
Advanced	<b>1</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>13</b>
Proficient							

An examination of students' results in the four modalities (listening, speaking, reading, and writing) across the proficiency levels and grades reveal a pattern that students normally score higher in listening and speaking than in reading and writing. Reading and writing is the weaker area, where most students fall in the beginning level on grades K-2. There are also a large number of students who are at the Intermediate and Advanced level in Reading and Writing on grades 3-5. The implication for the school's LAP and instruction would be that reading and writing must receive more emphasis. There has to be additional resources and time focused on advancing students in reading in writing on the lower grades. Students in the upper grades who are at the advanced level in reading and writing need focused direct instruction to bring them to the proficiency level.

For the present school year, there is an Academic Intervention period built into the school day for every classroom. During this period, teachers will provide additional instructional activities and interventions for students in the areas that students need to strengthen. Teachers will use Neo 2 Laptops that have built in software to support additional practice with grammar and phonics instruction that will be aligned to needs of students in writing. Great Leaps will be used for students who need to build fluency and Comprehensive Reading is used for students who need more help with reading comprehension. Advanced students also use Junior Great Books. The Junior Great Books program uses a method of interpretive reading and discussion known as Shared Inquiry. Students are able to use all four modalities of listening, speaking, reading, and writing. They engage in in-depth reading, thinking, and writing activities that foster their growth in questioning and discussion.

In addition to the Academic Intervention built into the school day, all 3<sup>rd</sup>-5<sup>th</sup> grade ELLs who are at the Beginning or Low-Intermediate Level will receive two additional periods a week with the ESL teacher during extended day. This time will be dedicated to increasing vocabulary, phonics, grammar, and fluency skills. The Cornerstone program will be used to prepare vocabulary and grammar around a theme. Students will have an opportunity to use technology in the listening centers, Leap Frog, and Neo 2 Laptops that will focus on building all four of these skill areas.

Students identified as at risk, including long-term ELLs, and Students with Interrupted Formal Education (SIFE), will also be a part of a Morning or Afternoon academy which will begin the month of November 2010. The Morning Academy will take place Mon. -Weds. for thirty minutes each day. The Afternoon Academy will be one day a week for 1 ½ hrs. The Morning and Afternoon Academies will provide authentic encounters with written text that focuses on meaning and communication. These academies will focus specifically on helping students to achieve standards in reading and writing. These students will receive additional time on language development, dramatization, literature focus, structural analysis, grammar, vocabulary, writing and math. Although ELL students are grouped heterogeneously by grade and proficiency level, the programs used allow for differentiation between all three ESL levels.

Once students reach proficiency on the NYSESLAT, they no longer receive ESL services. The ESL teacher continues to provide transitional support by providing these students with bilingual glossaries or dictionaries to use inside of their classroom, making the ELL afternoon academy available to them, and providing the classroom teacher with additional resources and support as necessary to differentiate for them.

ESL services are provided for students inside of their English dominant classroom. Teachers have the responsibility of differentiating and providing extra support for ELLs. With this in mind, PS 107 wants to ensure that teachers have the knowledge and skills needed to provide this support to ELLs. To ensure our students success, a plan for professional development is in place for all staff and will include the following:

- Analyzing Student Data- November 2010
- Language Allocation Policy- December 2010
- Succeeding with ELLs in TC Model- December 2010
- Differentiating Classroom Assessments- January/February 2011
- General ESL Strategies -January/February 2011
- Developing Academic Language for the ELA –March 2011

Our school has also received a grant through the Chancellors offices which will allow our teachers to have the last period on Thursdays to look at student data. One Thursday out of the month will be used for a Differentiated Study Group. This group will share strategies, activities, student work, and assessments that they are using to meet the needs of ELLs. The ESL Teacher will provide professional development around ways to differentiate lessons for upcoming units. The professional development plan for our school personnel who will need the 7.5 hours in strategies for teaching ELLs as per Jose P. is as follows:

- Building Vocabulary for ELLs- January 2011
- Social Language vs. Academic Language -February 2011
- Developing Academic Language in Contents- March 2011
- Maximizing Success for ELLs in Writing-April 2011
- Using Technology to Differentiate for ELLs- May 2011

The 5 workshops scheduled will each be 2 hours in length. Six teachers who service ELL students will also have an opportunity to attend the Bilingual Education Conference this school

year. During the conference, teachers will attend a series of workshops over the course of three days that focus on improving academic performance for bilingual students.

## SCHOOL-PARENT COMPACT

Public School 107 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

### **School Responsibilities:**

Public School 107 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Demonstrate care and concern for each student.
  - Respect cultural, racial and ethnic differences.
  - Manage the school and classroom to provide an environment that is safe, encourages learning, and helps children achieve standards.
  - Explain and model the behaviors and ways of doing things that are expected of students at school.
  - Provide explanations of the standards students are expected to meet in order to demonstrate learning progress and an outline of the curriculum designed to help them meet those standards.
  - Provide quality teaching and leadership.
  - Provide quality texts, supplies and materials.
  - Make efficient use of academic learning time.
  - Assign meaningful homework.
  - Recognize that students are accountable for every assignment.
  - Provide corrective feedback.
  - Provide supplies and materials that support instruction.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed, as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - In beginning of school year, during Parent/Teacher Association meetings, both during school hours and evening hours.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Student report cards will be issued to all students three times per year.
  - Parents will be provided with regular and accurate assessments of students' progress in meeting school achievement and performance requirements, such as Princeton Review and Grow Report.
  - Provide quick response to parents' requests for information about their children.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - During Parent-Teacher conferences held bi-annually, in November and March.
    - By appointment during teacher preparation periods.
    - Through telephone conferences.
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
    - During annual *Back to School* night.
    - Welcome participation of parents in the classroom and their help in achieving educational goals.
    - Encourage participation in presentation of special projects.
  6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
    - During ongoing School Leadership Team (SLT) meetings.
    - During ongoing Parent/Teacher Association (PTA) meetings.
    - Through communication with the Parent Coordinator.
  7. Involve parents in the joint development of any School-Wide Program plan, in an organized, ongoing and timely way.
    - During SLT meetings and the modification of the Comprehensive School Plan (CEP).
  8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
    - Meeting is scheduled at beginning of school year, in both morning and afternoon sessions, reviewing all School-Wide Programs, initiatives and interventions.
    - Subsequent meetings are held when new programs and initiatives are added.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
  - All parent communication is sent in both English and Spanish (the school's prominent languages) in a uniform and standard format.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. During:
  - *Back to School* Night
  - Principal's Meetings
  - Parent/Teacher Association Meetings
  - Parent/Teacher Conferences
  - Parent Workshops
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
  - Parent/Teacher Conferences – regularly scheduled, by appointment, via telephone
  - Through "Parent Inquiry" forms
  - During SLT meetings
  - PTA meetings
  - Communication with the Parent Coordinator
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least Mathematics and English Language Arts. Through:
  - Report Card
  - Grow Report
  - State ELA and Math reports
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
  - Letters are sent home to all parents, in appropriate language, with percentage of highly qualified teachers employed in school building – twice a year.
  - Letters are sent home to all parents of students who are in a classroom that is not instructed by a highly qualified teacher – as necessary.

### **Parent Responsibilities:**

We, as parents, will support our children's learning in the following ways:

- Monitor attendance.
- Oversee completion of homework and all class assignments.
- Monitor amount of television children watch.
- Volunteer in child's classroom.
- Participate, as appropriate, in decisions relating to child's education.
- Promote positive use of child's extracurricular time.
- Support school rules and procedures.
- Provide a quiet, well-lit study area.
- Establish a regular homework/study time.
- Attend Parent-Teacher conferences.
- Stay informed about child's education by promptly reading all notices from the school, The Empowerment Support Organization or The Department of Education, either received by my child or by mail and responding, as appropriate.
- Sign and return all papers that require a parent/guardian signature.
- Serve, to the extent possible, on policy advisory groups, such as The School Leadership Team, The Parent/Teacher Association, The School Safety Committee.

### **Student Responsibilities:**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Attend school regularly.
- Attend school daily prepared with pencils, notebooks and other necessary learning tools.
- Complete all assignments and homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Assist in keeping school safe and clean.
- Respect personal rights and properties of others.
- Comply with all school rules and procedures.
- Cooperate with parents and teachers.
- Give parents/guardians all notices and information received by me from my school every day.

Hand in hand we will work together to carry out the agreement of this compact.

_____	_____	_____
Teacher	Parent/Guardian	Student
_____	_____	_____
Date	Date	Date

## **School Parental Involvement Policy**

### **I. General Expectations**

Public School 107 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -
    - That parents play an integral role in assisting their child's learning;
    - That parents are encouraged to be actively involved in their child's education at school;
    - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA;
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Public School 107 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- a. Create and modify plan during School Leadership Team (SLT) meetings
  - b. Solicit feedback during Parent/Teacher Association (PTA) meetings
  - c. Solicit feedback from Parent Coordinator
  
2. Public School 107 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - a. Collect and interpret relevant assessment data
  - b. Review data during SLT and PTA meetings
  - c. Disseminate the standards and initiatives by making them public and accessible
  
3. Public School 107 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - a. Provide language translators to assist families as needed
  - b. Coordinate a master plan to facilitate advance planning of activities
  - c. Adjust schedules to accommodate parental activities
  - d. Cooperation between the Principal, PTA leaders and Parent Coordinator
  - e. Coordinate at-home activities for all parents to support academic achievement
  - f. Provide technical equipment and materials needed
  
4. Public School 107 will coordinate and integrate Title I parental involvement strategies, with parental involvement strategies under the following other programs: Prep-for-Prep, SETSS, Junior Great Books, Soar to Success, EDM, Inquiry Team by:
  - a. Send parent letters home informing parents of at-risk services provided
  - b. Take home books and coordinating activities for parent/child sharing
  - c. Informational meetings for possible admission to outside programs or schools
  - d. Scheduling conferences as needed to address progress of child and/or reviewing IEP
  
5. Public School 107 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - a. A survey will be distributed to parents regarding academic progress, discipline, home/school communication, expectations, safety, and school climate
  - b. PA will conduct a survey, in collaboration with the Principal and Parent Coordinator
  - c. Parents will provide feedback in order to design strategies to implement required changes

- d. SLT parent members will disseminate survey results and parent feedback for discussion and modification
6. Public School 107 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community, to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. The State's academic content standards
    - ii. The State's student academic achievement standards
    - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
      - 1. How to access and interpret student Grow Report
      - 2. How to access and interpret Annual School Report
      - 3. How to access and interact with on-line student assessments, e.g, Acuity, Scantron
      - 4. Provide access and assistance with computers
      - 5. Establish effective home/school connection and communication
      - 6. Conduct ongoing workshops addressing components of school-wide Inquiry Team initiative
      - 7. Conduct workshops addressing Local and State Performance Standards, under NCLB
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - 1. Provide opportunities for parents and children to attend various hands-on workshops in all curriculum areas, e.g. modeling practices for home conditions that support reading, math, science
    - 2. Provide strategies to establish a regular schedule of homework that requires students to discuss and interact with families on what they are learning in class
    - 3. Provide family participation in setting long and short-term student goals and expectations
    - 4. Provide Saturday workshops in parenting skills, building relationships and integrating math and reading into daily chores
    - 5. Encourage participation in Learning Leaders Academy
    - 6. Provide opportunities for guest speakers to address relevant academic and social topics
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate

with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

1. Teachers and staff members will be invited and welcomed to attend PTA meetings
  2. Provide workshops on how to conduct and participate in effective parent/teacher conferences, using a non-fault environment
  3. Establish an environment that fosters collaboration and consensus among parents and staff
  4. Monthly Principal's social with parents to discuss programs and activities
- d. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
1. Bi-lingual Calendar of Events sent home on a monthly basis
  2. Bi-lingual informational letters sent home, as needed, via backpack and US mail
  3. Notices of upcoming events posted in school lobby
  4. Parent Coordinator disseminates information to parents through one-to-one meetings, letters, and/or telephone conferences
  5. Translators will be available upon request

### **III. Discretionary School Parental Involvement Policy Components**

- Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times;
- Adopt and implement model approaches to improve parental involvement;
- Provide other reasonable support for parental involvement activities under section 1118, as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by Public School 107 in October 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents participating Title I, Part A children on or before February 2011.

**1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

***Explanation:*** 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 107					
<b>District:</b>	8	<b>DBN:</b>	08X107	<b>School</b>		320800010107

**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		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	17	16	16		90.9	91.5	90.4
Kindergarten	84	98	76				
Grade 1	80	90	91	<b>Student Stability - % of Enrollment:</b>			
Grade 2	84	79	88	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	85	83	76		85.7	88.8	90.8
Grade 4	87	89	75				
Grade 5	107	93	86	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		74.5	84.9	87.6
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		25	22	40
Grade 12	0	0	0				
Ungraded	2	2	1	<b>Recent Immigrants - Total Number:</b>			
Total	546	550	509	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	3	2

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	56	61	58	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	17	19	29	Superintendent Suspensions	0	1	0
Number all others	27	18	24				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	51	45	43
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	8
# receiving ESL services only	31	55	TBD				
# ELLs with IEPs	2	7	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	3	3	8

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	100.0	97.8	100.0
				% more than 2 years teaching in this school	90.2	95.6	95.3
				% more than 5 years teaching anywhere	78.4	86.7	95.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	93.0	95.3
American Indian or Alaska Native	0.4	0.2	0.0	% core classes taught by "highly qualified" teachers	100.0	97.9	100.0
Black or African American	44.7	44.5	46.2				
Hispanic or Latino	52.9	52.9	52.5				
Asian or Native Hawaiian/Other Pacific	0.9	0.9	0.6				
White	0.5	0.7	0.4				
<b>Male</b>	48.2	50.5	45.4				
<b>Female</b>	51.8	49.5	54.6				

#### 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	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		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:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	D	<b>Overall Evaluation:</b>					UPF
<b>Overall Score:</b>	6.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	4.4	Quality Statement 2: Plan and Set Goals					UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					UPF
School Performance:	0.4	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	1.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 08X107**

*All Title I SWP 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:	514,543	152,233	666,776
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,145	N/A	5,145
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25,727	*	
4. Enter the anticipated 10% set-aside for Professional Development:	51,454	*	

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**.

Public School 107 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -
    - That parents play an integral role in assisting their child's learning;
    - That parents are encouraged to be actively involved in their child's education at school;
    - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA;
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Public School 107 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - a. Create and modify plan during School Leadership Team (SLT) meetings
  - b. Solicit feedback during Parent/Teacher Association (PTA) meetings
  - c. Solicit feedback from Parent Coordinator
  
2. Public School 107 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - a. Collect and interpret relevant assessment data
  - b. Review data during SLT and PTA meetings
  - c. Disseminate the standards and initiatives by making them public and accessible
  
3. Public School 107 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - a. Provide language translators to assist families as needed
  - b. Coordinate a master plan to facilitate advance planning of activities
  - c. Adjust schedules to accommodate parental activities
  - d. Cooperation between the Principal, PTA leaders and Parent Coordinator
  - e. Coordinate at-home activities for all parents to support academic achievement
  - f. Provide technical equipment and materials needed
  
4. Public School 107 will coordinate and integrate Title I parental involvement strategies, with parental involvement strategies under the following other programs: AIS, SETSS, Junior Great Books, Soar to Success, EDM, Inquiry Team by:
  - a. Send parent letters home informing parents of at-risk services provided
  - b. Take home books and coordinating activities for parent/child sharing
  - c. Informational meetings for possible admission to outside programs or schools
  - d. Scheduling conferences as needed to address progress of child and/or reviewing IEP

5. Public School 107 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - a. A survey will be distributed to parents regarding academic progress, discipline, home/school communication, expectations, safety, and school climate
  - b. PA will conduct a survey, in collaboration with the Principal and Parent Coordinator
  - c. Parents will provide feedback in order to design strategies to implement required changes
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  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
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    - ii. The State’s student academic achievement standards
    - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:
      1. How to access and interpret student ARIS
      2. How to access and interpret Annual School Report
      3. How to access and interact with on-line student assessments, e.g, Acuity, Scantron
      4. Provide access and assistance with computers
      5. Establish effective home/school connection and communication
      6. Conduct ongoing workshops addressing components of school-wide Inquiry Team initiative
      7. Conduct workshops addressing Local and State Performance Standards, under NCLB

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - 1. Provide opportunities for parents and children to attend various hands-on workshops in all curriculum areas, e.g. modeling practices for home conditions that support reading, math, science
  - 2. Provide strategies to establish a regular schedule of homework that requires students to discuss and interact with families on what they are learning in class
  - 3. Provide family participation in setting long and short-term student goals and expectations
  - 4. Provide Saturday workshops in parenting skills, building relationships and integrating math and reading into daily chores
  - 5. Encourage participation in Learning Leaders Academy
  - 6. Provide opportunities for guest speakers to address relevant academic and social topics
  
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - 1. Teachers and staff members will be invited and welcomed to attend PTA meetings
  - 2. Provide workshops on how to conduct and participate in effective parent/teacher conferences, using a non-fault environment
  - 3. Establish an environment that fosters collaboration and consensus among parents and staff
  - 4. Monthly Principal's social with parents to discuss programs and activities
  
- d. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - 1. Bi-lingual Calendar of Events sent home on a monthly basis
  - 2. Bi-lingual informational letters sent home, as needed, via backpack and US mail
  - 3. Notices of upcoming events posted in school lobby
  - 4. Parent Coordinator disseminates information to parents through one-to-one meetings, letters, and/or telephone conferences
  - 5. Translators will be available upon request

### **III. Discretionary School Parental Involvement Policy Components**

- Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times;
- Adopt and implement model approaches to improve parental involvement;
- Provide other reasonable support for parental involvement activities under section 1118, as parents may request.

#### **SCHOOL-PARENT COMPACT**

Public School 107 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

#### **School Responsibilities:**

Public School 107 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Demonstrate care and concern for each student.
  - Respect cultural, racial and ethnic differences.
  - Manage the school and classroom to provide an environment that is safe, encourages learning, and helps children achieve standards.
  - Explain and model the behaviors and ways of doing things that are expected of students at school.
  - Provide explanations of the standards students are expected to meet in order to demonstrate learning progress and an outline of the curriculum designed to help them meet those standards.
  - Provide quality teaching and leadership.
  - Provide quality texts, supplies and materials.
  - Make efficient use of academic learning time.
  - Assign meaningful homework.

- Recognize that students are accountable for every assignment.
  - Provide corrective feedback.
  - Provide supplies and materials that support instruction.
  -
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed, as it relates to the individual child's achievement. Specifically, those conferences will be held:
    - In beginning of school year, during Parent/Teacher Association meetings, both during school hours and evening hours.
  3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
    - Student report cards will be issued to all students three times per year.
    - Parents will be provided with regular and accurate assessments of students' progress in meeting school achievement and performance requirements, such as Princeton Review and Grow Report.
    - Provide quick response to parents' requests for information about their children.
  4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - During Parent-Teacher conferences held bi-annually, in November and March.
    - By appointment during teacher preparation periods.
    - Through telephone conferences.
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
    - During annual *Back to School* night.
    - Welcome participation of parents in the classroom and their help in achieving educational goals.
    - Encourage participation in presentation of special projects.
  6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
    - During ongoing School Leadership Team (SLT) meetings.
    - During ongoing Parent/Teacher Association (PTA) meetings.
    - Through communication with the Parent Coordinator.
  7. Involve parents in the joint development of any School-Wide Program plan, in an organized, ongoing and timely way.
    - During SLT meetings and the modification of the Comprehensive School Plan (CEP).
  8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
    - Meeting is scheduled at beginning of school year, in both morning and afternoon sessions, reviewing all School-Wide Programs, initiatives and interventions.

- Subsequent meetings are held when new programs and initiatives are added.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
    - All parent communication is sent in both English and Spanish (the school's prominent languages) in a uniform and standard format.
  10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. During:
    - *Back to School Night*
    - Principal's Meetings
    - Parent/Teacher Association Meetings
    - Parent/Teacher Conferences
    - Parent Workshops
  11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
    - Parent/Teacher Conferences – regularly scheduled, by appointment, via telephone
    - Through "Parent Inquiry" forms
    - During SLT meetings
    - PTA meetings
    - Communication with the Parent Coordinator
  12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least Mathematics and English Language Arts. Through:
    - Report Card
    - Grow Report
    - State ELA and Math reports
  13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
    - Letters are sent home to all parents, in appropriate language, with percentage of highly qualified teachers employed in school building – twice a year.
    - Letters are sent home to all parents of students who are in a classroom that is not instructed by a highly qualified teacher – as necessary.

### **Parent Responsibilities:**

We, as parents, will support our children's learning in the following ways:

- Monitor attendance.
- Oversee completion of homework and all class assignments.
- Monitor amount of television children watch.
- Volunteer in child's classroom.
- Participate, as appropriate, in decisions relating to child's education.
- Promote positive use of child's extracurricular time.
- Support school rules and procedures.
- Provide a quiet, well-lit study area.
- Establish a regular homework/study time.
- Attend Parent-Teacher conferences.
- Stay informed about child's education by promptly reading all notices from the school, The Empowerment Support Organization or The Department of Education, either received by my child or by mail and responding, as appropriate.
- Sign and return all papers that require a parent/guardian signature.
- Serve, to the extent possible, on policy advisory groups, such as The School Leadership Team, The Parent/Teacher Association, The School Safety Committee.

### **Student Responsibilities:**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:  
Attend school regularly.

- Attend school daily prepared with pencils, notebooks and other necessary learning tools.
- Complete all assignments and homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Assist in keeping school safe and clean.
- Respect personal rights and properties of others.
- Comply with all school rules and procedures.
- Cooperate with parents and teachers.
- Give parents/guardians all notices and information received by me from my school every day.

Hand in hand we will work together to carry out the agreement of this 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.

## **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.

At Public School 107X our vision is to create a challenging and dynamic environment for each student while nurturing his/her social emotional development as a member of the global community. We have a learning environment that involves the collaboration of teachers, students, administrators, parents and the entire community to excite curiosity, inspire insights and motivate learning. Our mission is to challenge each unique individual to achieve his/her highest potential through a process of constant reflection and continuous improvement.

Public School 107X is a community elementary school in the Soundview section of the Bronx, serving 513 students in Pre-K through 5<sup>th</sup> grade. We are a Title 1 School-wide Programs (SWP), NCLB School In Good Standing. The school serves general education and special education students, as well as English language learners. The school is a central part of the community to many of the students and their families.

Public School 107X is a school on the rise. Over this last year, the administrative teams, working closely with teachers, staff and parents, have created an atmosphere of excellence, with a commitment to learning and high expectations for all students. We have begun a strong collaboration with Teachers College Reading and Writing Project that will continue throughout the 2010-2011 school-year. Within this collaboration, our teachers will attend spring reading and writing learning institutes, calendar days and work with staff developers to help implement effective instruction that will allow all children to meet the highest standards. In addition, we have partnerships with Music and the Brain, Phipps Cornerstone Community at Soundview -Father/Son Saturday Basketball Program, Annibel Palma, The Bronx Dance Theatre, PENCILS, and The Bronx District Attorney's Office.

We are dedicated to providing the best possible learning environment for children. Our curriculum is aligned with National Core Learning Standards on each grade level. We consistently look at student data, in an effort to meet all targeted benchmarks and implement a rigorous and diverse curriculum, which recognizes the student's need for differentiated instruction. Students in need of additional support are provided with a variety of interventions. We offer AIS periods during the school day, academic morning-school, ELL after-school academy and SETTS. We support a whole school approach to servicing each child. Our Pupil Personnel Team, Academic Intervention Service Personnel, English Language Learner Personnel and Guidance Personnel have been combined into one team that meets weekly to review and evaluate the needs of specific students who require additional academic, social or physical support.

Public School 107X recognizes and respects the importance of building bridges between the school, the home and the community. We have an active Parent/Teacher Association (PTA). We offer programs such as Learning Leaders Parent volunteer program, PTA

operated ARIS Parent Lab, Monthly Parent workshops, PTA Fund Raisers, Monthly Writing Celebrations, Cultural Celebrations and ELL Parent Technology Workshops.

The balanced literacy approach for the teaching of reading, writing, speaking and listening was chosen to raise the level of student achievement in English Language Arts for all students. This approach recognizes the various ways learners acquire knowledge and provides teachers with the tools to prepare differentiated learning experiences through the use of read alouds, shared reading, guided reading, independent reading and both guided and independent writing. The reading and writing workshop model encouraged teachers to scaffold student learning using the “to” “with” and “by” model. Teachers gradually released control of teacher-directed lessons, which resulted in students becoming independent and self-directed readers and writers. To support this model, an Assistant Principal and a TC literacy consultant, provide ongoing support for teachers on best practices in literacy by modeling, observing, coaching and conferring with them in small groups and lab-sites.

To establish a positive momentum in student achievement in mathematics, our students in grades K-5 receive daily instruction using the Everyday Mathematics Program. **Everyday Mathematics** has a spiraling approach. Over time, students are required to master specific concepts and skills and then revisit content in varied contexts, integrating new learning with prior learning. These mathematics activities are designed to strengthen the students’ number sense and review and practice essential basic skills. Lessons include teacher directed dialogue and modeling of skills and concepts. Additionally, they include the opportunity for students to strengthen their mathematical understanding of concepts through individual and group work. Embedded in the **Everyday Math** program are three types of assessments: interim, portfolio, and standardized. Teachers are expected to document and review individual student progress within a skill area and articulate their strengths and areas in need of improvement. A variety of assessments provide students with the appropriate instruction and skill grouping. This process is ongoing and continuous throughout the year. Third, fourth and fifth grade teachers worked with a Math Aussie Consultant to align to Everyday Mathematics to the State Standards. Teachers administer both pre- and post tests to support flexible grouping and instruction. This focused instruction has been evidenced to supported high levels of achievement in mathematics. This worked allowed the teachers to look at the Standards and align the EDM Math program lessons to the standards. We also were able to identify Number Sense and Operation as the major area for improvement. The Inquiry team was able to conduct lab sites with Grade five students around best practices for helping students identify what operations to use when approaching word problems.

Understanding that to improve student outcomes, we must improve the quality of teaching practices.

As a result the following professional development initiatives will be incorporated this year:

- 1) To improve reading and writing instruction in grades K-5 using a constructivist approach based on the Lucy Calkins Reading and Writing Process.
- 2) To improve reading assessment through the utilization of the Teachers College Reading Benchmark Assessment introduced in Grades K-5 to address long and short term targets in reading.
- 3) To utilize assessment data to provide a concrete methodology for differentiating instruction in all content areas to produce school-wide student improvement.
- 4) Math Professional development for teachers that examines the specific skills that students are lacking? Do we teach them? When? And how do we teach and assess student mastery?
- 5) Participation in a schoolwide SBO to use Extended day Thursdays to focus specifically on monitoring and assessing the student achievement of the Special Ed, bottom third and ELL students.

The above initiatives will enable us to improve our professional skills and knowledge to advance instructional outcomes with clear and purposeful expectations. Additionally, our schedule has been adjusted to allow time for teams of teachers to meet weekly to monitor and revise professional practices based on the needs of the students.

To meet and exceed City and State Standards, students in grades 3, 4 and 5 are administered benchmark assessments in reading and mathematics. Data from Item skills analyses, i.e., New York State simulation assessments, scantron assessments and Acuity interim assessments, will help teachers focus on specific areas in need of instructional support and to make informed data driven instructional decisions. Other assessments are also used to determine instructional pathways including the DRA Literacy Assessments given in grades (K-5). These data results help teachers make appropriate decisions and to set short and long term reading goals as they select reading materials for students, plan activities, and structure literacy programs around student needs.

Additional assessments used to direct instruction are teacher observation, running records, and conference notes. These assessment tools provide data to establish priorities within the curriculum to ensure that maximum student learning outcomes are achieved. P.S.107X monitors all students in grades K-5 using Fountas and Pinnell Benchmark levels, for each student's literacy progress throughout the year. These data tools indicate benchmark levels that should be achieved by the end of the year and identifies students in need of AIS to support their learning.

In order to support students towards meeting challenging performance standards, we will routinely analyze data and conduct needs assessment surveys to help identify areas that need support. PS 107X's SLT, and Instructional Teams will use a variety of methods to review school programs and student achievement trends. We have and will continue to participate in Learning Walks, examine test scores and item analysis, look at student and staff attendance rates, and parent/ staff surveys. Additionally, Teams will review data from:

- The 2009-20010 Comprehensive Education Plan
- The 2009-20010 Annual School Report
- ATS
- LearningWalks
- Fountas and Pinell
- Acuity Assessments
- Periodic assessments, including Acuity, NYS Simulations in ELA and Mathematics
- Standardized test results, including item analysis
- Collection of student work samples

We distribute the Annual School Report Card to teachers and parents each year. During Parent meetings, the principal reports on school data, education programs and promotion requirements in English and Spanish. All data reports are discussed during faculty conferences, grade meetings, and professional development periods, Instructional Team and SLT Meetings. These data sources will be used to drive changes in classroom instruction by determining a course of action and a focus for planning that incorporates student needs, clear expectations, academic rigor and accountable talk.

An analysis of the findings from a review of quantitative and qualitative data resulted in a determination of the following priorities for 2010-2011:

- To improve student performance in literacy and mathematics through intensive academic, interventions for Level 1 and 2 students with a focus on our ELL and special education students,
- To enrich higher performing students through interdisciplinary thematic projects,
- To improve students' writing performance in all grades,
- To use data to drive instructional practice,
- To provide differentiated professional development activities to address the needs of teachers, students, and parents
- To improve home-school relationships in support of "parents as partners in learning".

Additionally, our findings indicate a need for intensive academic interventions for all students not meeting the standards. To support this population, we will implement AIS programs that include: Ortin Gillingham, Great Leaps, Words Their Way, Reading Raz and group/individual tutoring. Our findings also revealed a need to revisit curriculum mapping and program alignment processes to ensure that we are providing a fully comprehensive educational program that supports quality instruction and learning for our unique and baseline populations. We need to thoughtfully and deliberately strive to create a coordinated and seamless design, where the standards-based strategies, inherent in each approach, are integrated and reinforced during all extended learning activities.

We have identified some barriers to the school's continuous improvement :

- 1) Students are continuing to demonstrate major difficulty in responding to short and constructed response ( Day two) in ELA and Math.
- 2) A problem of practice persist among the wide range in teachers' ability to analyze student data and implement change strategies for student improvement.

Teachers are receiving Professional development in assessment and accountability and the use of the ARIS Community to look at student item analysis data, identify weaknesses and focus instruction around skills that are lacking in the teacher or the students. We will improve student progress by strengthening the teaching and assessment cycle, re-assessing current strategies, making a shift from program implementation to student driven assessments that determine the classroom practice.

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.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - 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.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
  
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.

## **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” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> 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 (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			514,543	X	Pgs 9-15
Title I, Part A (ARRA)	Federal	X			152,233	X	Pgs 9-15
Title II, Part A	Federal	X			140,275	X	Pgs 9-15
Title III, Part A	Federal	X			15,000	X	Pgs 9-15
Title IV	Federal		X				

<sup>1</sup> **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.

<sup>2</sup> **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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

IDEA	Federal	X			209,367	X	Pgs 9-15
Tax Levy	Local	X			2,488,410	X	Pgs 9-15