



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE THOMAS A. DOOLEY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q107

PRINCIPAL: JAMES S. PHAIR **EMAIL:** JPHAIR@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DI MANGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
James S. Phair	*Principal or Designee	
Kathy Pare (Cara Jacofsky-designee)	*UFT Chapter co-Leader or Designee	
Karen Chau (Colette McArdle -designee)	*PA/PTA President or Designated Co-President	
Denise Arieli-Barufka	Member/ Parent Representative	
Anne Giaramita	Member/ Parent Representative	
Christine Kemmett	Member/ Parent Representative	
Jackie Leto	Member/ Parent Representative	
Doreen Petri	Member/Parent/Special Education Representative/	
Patricia Howell	Member/Administration	
Theresa DiBella	Member/SLT chairperson/UFT	
Patricia Lombardo	Member/Staff Rep/UFT including Special Education, ESL	
Lily Widelec	Member/Staff/Special Education Representative	

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, teachers working in collaborative grade level teams will revise and update literacy curriculum maps aligned to the CCLS, focusing on including informational writing and reading learning activities, to improve literacy instruction and teacher effectiveness as measured by the 2011-2012 updated literacy curriculum map units of study and informal classroom observations.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This need was identified based on evaluating a variety of data sources including the Citywide Instructional Expectations, the expectations and instructional shifts of the CCLS, and previous curriculum plans/maps. In addition, we reflected inquiry work from previous years, and noticed trends from our Progress Report (we received an “A”), the NYS ELA assessments, ITA item- analyses, student work samples, and Fountas and Pinnell results. We found that we need to revise our curriculum maps to include alignment to the CCLS so our students are prepared to be “College Bound and Career Ready.” We have noticed our 2011NYS ELA student performance increased (up 3.8% from last year), and we want to strengthen the upward trend. We also noticed an increase in the median growth percentile for our bottom third grade 4-5 students (+ 2.5%), yet a slight decrease for all students (1.5%).

In addition, administrators and staff members reflected on classroom practices and instructional delivery through discussions centered on informal observations, school-wide walkthroughs, and individual and group conversations regarding teacher effectiveness and ways to improve professional learning so that student learning outcomes will improve. Our 2010-2011 Quality Review (with a Proficient rating) recommendations included increasing the rigor of lessons, specifically with regard to differentiated learning activities and to utilize curriculum maps more consistently across the school. To this end, we believe revising and updating curriculum maps will address this need. Our needs assessment was reviewed with, and supported by, the SLT.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,
- staff and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- timeline for implementation.

Strategies/Activities include:

- Grade level teams will meet collaboratively during inquiry sessions, grade conferences, and professional development sessions to deepen their

understanding of the CCLS and develop units of study aligned to the CCLS.

- Identify resources and materials aligned to the CCLS to improve instructional practice and student learning, including complex texts and short shared texts.
- Grade level teams will review student work samples for the purpose of identifying instructional gaps, which will be reflected in mapping revisions.
- Teachers will utilize the 2011-2012 updated literacy curriculum map units of study to inform their lesson planning to support their effectiveness in their individual classrooms.
- Teachers and grade level teams will assess their teaching through formative assessments and their students' learning and progress through summative assessments.
- Continue to support grade level curriculum and instructional planning, providing additional resources when needed and available. Look at assessment tools teachers utilize and select components that best match students' needs to inform differentiated instructional decisions.
- Provide time for teachers, by grade level, and then across grade levels (vertical planning) in addition to their common planning periods to work with the Data Specialist and AP, to analyze instructional practices and make data-informed instructional decisions about teaching of content and student learning of content.
- Expand vertical planning and instructional committees.
- Provide time for teachers to familiarize themselves with the literacy CCLS.
- Periodic reviews of student learning are scheduled after each of the following: Fountas and Pinnell, Periodic Assessments, and ITAs to make instructional decisions, which will be reflected in mapping revisions.
- Teachers will begin to incorporate specific learning activities into curriculum maps, using a variety of Depth of Knowledge leveled activities, to meet the needs of all students, including ELLs, SETSS, and students performing at basic (or below) and/or above proficiency levels.
- Periodic reviews of student reading responses, writing samples, and content area student projects will be done by grade to scaffold instruction based on student needs and across grades aligned to the CCLS.
- The Network Point Person will provide Professional Development (PD) and will participate in planning sessions to work toward increased rigor of lessons and differentiated learning tasks aligned with the CCLS.
- When available, teachers will attend literacy and content area PD sessions and turnkey information for use in making curriculum mapping decisions.
- All K-5 classroom teachers will be involved in this goal with administrators supporting their efforts. Out-of-classroom teachers and service providers as well as Network support staff will support the classroom teachers in this work.
- A three day cluster position will be created. Informational Writing (IW) is offered to grades 3-5 once a week, with the IW teacher supporting classroom teacher through a series of cycles using a co-teaching/push-in model.
- Teachers will meet by grade and in larger groups, school-wide throughout the year to evaluate the effectiveness of mapping decisions- to revise grade level maps and to scaffold across grades.
- The school schedule provides opportunities for teachers to meet weekly.
- This work will be ongoing from September 2011 through June 2012.

Strategies to increase parental involvement

- Continue to share educational and instructional plans with the SLT, the PTA executive board, and at parent workshops and/or general PTA meetings.
- Invite parents into school for literacy celebrations and parent workshops.
- Communicate literacy expectations and goals through a variety of sources including Literacy Unit of Study letters that are sent home to parents, parent-teacher meetings, and teacher feedback to students and parents regarding student work.
- Continue to have the Parent Coordinator serve as a liaison to the parent community.
- The Parent Coordinator plans parent and parent/child workshops that foster a deepening understanding of reading, writing, listening, and speaking as well as opportunities to literacy skills to real world situations. In addition, the Parent Coordinator has facilitated a monthly Parent Book Club, sponsored by the UFT and continued an Adult ESL program for the school community, now in its second year, for beginner and advanced adult English Language Learners.

Strategies include:

- Communicate students' progress to parents throughout the school year.
- Communicate students' progress on assessments and classwork to students as needed throughout the school year.
- Post curriculum unit expectations for core subjects on the PS 107 website to inform parents and students of grade-level expectations.
- Utilize Translation services for parents as needed to effectively communicate with parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our current staff is regarded as Highly Qualified. Yet, professional development activities will be provided by the Network and in-house during professional development (PD) sessions, grade meetings, and faculty meetings. In addition, staff members receiving out-of-school PD will provide turnkey training to peers, support and content area staff (including SETSS, ESL, Science, Technology, and Informational Writing) will provide training on a needs-basis, both in PD sessions and through a co-teaching model in the classrooms. Staff members will actively participate in the inquiry process as well as sharing in an exchange of best practices in the classroom, using item skills analyses and formative/summative assessment results to determine individual areas of instructional strengths and areas of growth to guide the alignment of literacy curriculum maps to the CCLS. Staff members are encouraged to be educational leaders within the school, serve on a variety of committees, and meet professionally within vertical teams.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The content of our school-wide Bullying Prevention, Respect for All, SAPIS programs are embedded into literacy units of study throughout the year in every grade to support student learning and curriculum planning/mapping. In addition, Career Day (a variety of local Community Workers

participate), Spirit Week, and a grade 2 Puppetry residence support literacy units of study, connecting content to instructional practices in the classroom.

The school-based Adult ESL and Book Club support parents as they support their children in achieving this goal. Parents have an understanding of the literacy skills and strategies their children are learning throughout the year by participating in these programs as well as the many parent workshops offered throughout the year.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Paper costs; aide time for copying materials—OTPS/Personnel costs
 - Materials and resources - NYSTL monies
 - Flexible scheduling in-house to meet training needs and ongoing staff needs- Personnel costs/Per diem monies
 - Network PD and support- CFN 204 monies
 - Translation costs-Translation services allocation

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, grade 3-5 children receiving SETSS will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring levels 3 and 4 on the NYS Math assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This need was identified based on evaluating a variety of data sources including the Citywide Instructional Expectations, the instructional shifts of the CCLS, the NYS Math assessment, the ITA item- analyses, student work samples, the Progress Report and our Quality Review. We noticed that our students receiving SETSS did not close the achievement gap in mathematics, as indicated by the 2011 Progress Report. Our 2010-2011 Quality Review (with a Proficient rating) recommendations included increasing the rigor of lessons, specifically with regard to differentiated learning activities for students, we believe focusing on ways to support this subgroup of students will move us toward closing the achievement gap as well as increase student performance levels.

In addition, administrators and staff members reflected on classroom practices and instructional delivery through discussions centered on informal observations, school-wide walkthroughs, and individual and group conversations ways to improve professional learning so that student learning outcomes will improve, resulting in an increase the number of students performing at levels 3 and 4 on the 2012 NYS Math assessment. SETSS teachers and classroom teachers (having analyzed their ITA results by item- and standard strands) have the professional expertise to support individual student learning outcomes. To this end, we believe this goal addresses this need. Our needs assessment was reviewed with, and supported by, the SLT.

- **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,
- staff and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- timeline for implementation.

Strategies/Activities include:

- Grade level teams will review student work samples for the purpose of identifying instructional gaps for students receiving SETSS.
- Teachers and grade level teams will assess their teaching through formative assessments and their students' learning and progress through summative assessments.
- SETSS teachers will use a push-in co-teaching model to support students receiving SETSS in classrooms with high numbers of students receiving academic intervention services as well.
- SETSS and ESL teachers will meet monthly to plan professionally to support teachers and students school-wide during professional team meetings as well as inquiry meetings.
- The Network Math Support Person will provide Professional Development (PD) sessions to the math coach and will occasionally participate in the math inquiry sessions to work toward increased rigor of lessons and differentiated learning tasks aligned with the CCLS, especially when the team is focused on meeting the needs of students receiving SETSS.
- When available, teachers will attend math PD sessions and turnkey information for use instructional decisions for students in need of additional supports or depth of knowledge learning activities that scaffold learning and guided practice of math concepts and applications. (These activities may also apply to ELLs.)
- All K-5 classroom teachers will be involved in this goal with administrators supporting their efforts. Out-of-classroom teachers and service providers as well as Network support staff will support the classroom teachers in this work.
- Periodic reviews of student learning are scheduled after each administration of the ITAs for upper grades. SETSS teachers will support teachers as they make instructional decisions based on students' results.
- Periodic reviews of student math journal responses and unit assessments, and math projects will be done by grade to scaffold instruction based on student needs and across grades.
- All K-5 classroom teachers will be involved in this goal with administrators supporting their efforts. The SETSS teachers and service providers as well as Network support staff will support the classroom teachers in this work.
- The school schedule provides opportunities for teachers to meet as a grade and/or with the SETSS teachers during the week as needed.

- These activities are ongoing throughout the year from September 2011-June 2012.

- **Strategies to increase parental involvement**

- Invite parents into school to participate in events that involve math skills and strategies.
- Invite parents to participate in parent workshops.
- Communicate math expectations and goals through a variety of sources including Math Unit of Study letters that are sent home to parents, parent-teacher meetings, and teacher feedback to students and parents regarding student work.
- The PTA sponsors events that incorporate math learning activities into the event such as Bingo night and the Carnival.
- Continue to have the Parent Coordinator serve as a liaison to the parent community.
- The Parent Coordinator plans parent and parent/child workshops that foster a deepening understanding of math concepts as well as opportunities to apply math concepts to real world situations.

Strategies include:

- Communicate students' progress to parents throughout the school year.
- Communicate students' progress on assessments and classwork to students as needed throughout the school year.
- Post curriculum unit expectations for core subjects on the PS 107 website to inform parents and students of grade-level expectations.
- Utilize Translation services for parents as needed to effectively communicate with parents.

- **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our current staff is regarded as Highly Qualified. Yet, professional development activities will be provided by the Network and in-house during professional development (PD) sessions, grade meetings, and faculty meetings. In addition, staff members receiving out-of-school PD will provide turnkey training to peers, support and content area staff (including SETSS, ESL, Science, Technology, and Informational Writing) will provide training on a needs-basis, both in PD sessions and through a co-teaching model in the classrooms. Staff members will actively participate in the inquiry process as well as sharing in an exchange of best practices in the classroom, using item skills analyses and formative/summative assessment results to determine individual areas of instructional strengths and areas of growth to guide the alignment of literacy curriculum maps to the CCLS. Staff members are encouraged to be educational leaders within the school, serve on a variety of committees, and meet professionally within vertical teams. The SETSS teachers participate in monthly team meetings, which address the specific needs of their students and their own professional growth. Classroom teachers working with large numbers of students receiving SETSS periodically meet throughout the year in vertical committee meetings to similarly address the needs of this subgroup of students.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The content of our school-wide Bullying Prevention, Respect for All, SAPIS programs are embedded into math units of study throughout the year in every grade to support student learning and curriculum planning/mapping. In addition, Career Day (a variety of local Community Workers participate), Spirit Week, and a grade 2 Puppetry residence support math units of study, connecting math to content area concepts and instructional practices in the classroom.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Paper costs; aide time for copying materials—OTPS/Personnel costs
 - Materials and resources - NYSTL monies
 - SETSS teachers- Personnel costs
 - Flexible scheduling in-house to meet training needs and ongoing staff needs- Personnel costs/Per diem monies
 - Network PD and support- CFN 204 monies
 - Translation costs-Translation services allocation

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 100% of K-5 classroom teachers will have developed and implemented at least 1 literacy task and performance rubric aligned to the CCLS for a unit of study and will have evaluated student results as evidenced by teacher's data analysis summary logs.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This need was identified based on evaluating a variety of data sources including the Citywide Instructional Expectations and the Common Core shifts required of us to align our curriculum, instruction, and materials to the CCLS. One of the shifts states that there should be a balance between informational and literary texts. Other shifts address knowledge in the disciplines, writing from sources, building academic language, and scaffolding

the comprehension of complex texts. Based on these particular shifts, we recognized a need to develop at least one literacy task and performance rubric aligned to the CCLS for a unit of study and to evaluate student learning outcomes. Analyzing student results will inform instructional decisions to support students' learning through grouping and differentiated learning activity choices as well as close instructional gaps in curriculum planning.

We also examined our Learning Environment Survey scores in the areas of academic expectations and engagement, for both parents and teachers, which slightly decreased from last year. We evaluated previous performance tasks and rubrics and noticed that they were not as rigorous or challenging as we expected for our students to be "College Bound and Career Ready." These findings were shared with the staff and SLT. We believe this goal will address this need.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,
- staff and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- timeline for implementation.

Strategies/Activities include:

- During the fall 2011 teachers will engage in collaborative inquiry work, planning to develop one task and rubric aligned to the CCLS in literacy.
- Teachers will meet with grade level teams on a regular basis to evaluate student work samples and identify instructional gaps as they plan a literacy task and performance rubric aligned to the CCLS.
- During the winter 2012, teachers will implement the CCLS aligned task and rubric.
- In the spring 2012, teachers will revise curriculum plans and lesson plans based on student work products.
- Teachers will participate in professional development activities, including reviewing the CCLS library grade level bundles (with supports for ELLs and special needs students), ARIS Learn, and NY engage, to support their planning and implementing common core aligned tasks and performance rubrics in evaluating student work samples.
- The Informational Writing teacher and part-time literacy coach will be resources for all teachers, school-wide, to support informational reading and writing units of study associated to the grade level literacy tasks and rubrics.
- The technology specialist and the science teachers will push-into classes during co-teaching cycles of instruction, supporting the "deepening" of content area strategies utilized in the classroom.
- Network support staff will support the classroom teachers in this work.
- All K-5 classroom teachers will be involved in this goal with administrators supporting their efforts.
- The school schedule provides opportunities for teachers to meet weekly.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Continue to share educational and instructional plans with the SLT, the PTA executive board, and at parent workshops and/or general PTA meetings.
- Invite parents into school for literacy celebrations and encourage parents to review teacher feedback as well as offer feedback of their own to students.
- Invite parents to workshops.
- Communicate literacy task and rubric expectations to parents by sending both home to parents at the beginning of the units of study
- Participate in parent-teacher meetings
- Share teacher feedback with students and parents regarding student work.
- Continue to have the Parent Coordinator serve as a liaison to the parent community.
- The Parent Coordinator plans parent and parent/child workshops that foster a deepening understanding of reading, writing, listening, and speaking as well as opportunities to literacy skills to real world situations. In addition, the Parent Coordinator has facilitated a monthly Parent Book Club, sponsored by the UFT and continued an Adult ESL program for the school community, now in its second year, for beginner and advanced adult English Language Learners.

Strategies include:

- Communicate students' progress to parents throughout the school year.
- Communicate students' progress on assessments and classwork to students as needed throughout the school year.
- Post curriculum unit expectations for core subjects on the PS 107 website to inform parents and students of grade-level expectations.
- Utilize Translation services for parents as needed to effectively communicate with parents.
- The Parent Coordinator plans parent and parent/child workshops that foster a deepening understanding of reading, writing, listening, and speaking as well as opportunities to literacy skills to real world situations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our current staff is regarded as Highly Qualified. Yet, professional development activities will be provided by the Network and in-house during professional development (PD) sessions, grade meetings, and faculty meetings. In addition, staff members receiving out-of-school PD will provide turnkey training to peers, support and content area staff (including SETSS, ESL, Science, Technology, and Informational Writing) will provide training on a needs-basis, both in PD sessions and through a co-teaching model in the classrooms. Staff members will actively participate in the inquiry process as well as sharing in an exchange of best practices in the classroom, using item skills analyses and formative/summative assessment results to determine individual areas of instructional strengths and areas of growth to inform their decisions when developing literacy performance

tasks and rubrics by grade. Staff members are encouraged to be educational leaders within the school, serve on a variety of committees, and meet professionally within vertical teams.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The content of our school-wide Bullying Prevention, Respect for All, SAPIS programs are embedded into literacy units of study throughout the year in every grade to support student learning and curriculum planning/mapping. In addition, Career Day (a variety of local Community Workers participate), Spirit Week, and a grade 2 Puppetry residence support literacy units of study, connecting content to instructional practices in the classroom.

The Parent Coordinator plans parent and parent/child workshops that foster a deepening understanding of reading, writing, listening, and speaking as well as opportunities to literacy skills to real world situations.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Paper costs; aide time for copying materials—OTPS/Personnel costs
 - Materials and resources - NYSTL monies
 - Part-time literacy coach and Parent Coordinator- Personnel costs
 - Flexible scheduling in-house to meet training needs and ongoing staff needs- Personnel costs/Per diem monies
 - Network PD and support- CFN 204 monies
 - Translation costs-Translation services allocation

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 100% of K-5 classroom teachers will have developed and implemented at least 1 math task and performance rubric for a unit of study and evaluated student results as evidenced by teacher's data analysis summary logs.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This need was identified based on evaluating a variety of data sources including the Citywide Instructional Expectations and the Common Core shifts required of us to align our curriculum, instruction, and materials to the CCLS. Two of the shifts state that there should be a deep understanding of math and apply math concepts in real world situations. Based on these particular shifts, as well as the others, we recognized a need to develop at least one math task and performance rubric aligned to the CCLS for a unit of study and to evaluate student learning outcomes. Analyzing student results will inform instructional decisions to support students' learning through grouping and differentiated learning activity choices as well as close instructional gaps in curriculum planning.

We also examined our Learning Environment Survey scores in the areas of academic expectations and engagement, for both parents and teachers, which slightly decreased from last year. We evaluated previous performance tasks and rubrics and noticed that they were not as rigorous or challenging as we expected for our students to be "College Bound and Career Ready." These findings were shared with the staff and SLT. We believe this goal will address the need.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies/Activities include:

- During the fall 2011 teachers will engage in collaborative inquiry work, planning to develop one task and performance rubric aligned to the CCLS in math.
- Teachers will meet with grade level teams on a regular basis to evaluate student work samples and identify instructional gaps as they plan a math task and performance rubric aligned to the CCLS.

- During the winter 2012, teachers will implement the CCLS aligned task and rubric.
- In the spring 2012, teachers will revise lesson plans based on student work products.
- The part-time math coach will push-into classes during co-teaching cycles of instruction, supporting the “deepening” of content area strategies utilized in the classroom.
- The part-time math coach will attend Network PD meetings and turnkey information to the staff to support their work in developing rigorous tasks and rubrics.
- Teachers will participate in professional development activities, including reviewing the CCLS library grade level bundles (with supports for ELLs and special needs students), ARIS Learn, and NY engage, to support their planning and implementing common core aligned tasks and performance rubrics in evaluating student work samples.
- A new vertical math inquiry team will be facilitated by the part-time math coach and include grades 2-4.
- All K-5 classroom teachers will be involved in this goal with administrators supporting their efforts. Out-of-classroom teachers and service providers as well as Network support staff will support the classroom teachers in this work.
- The school schedule provides opportunities for teachers to meet weekly.

Strategies to increase parental involvement

- Continue to share educational and instructional plans with the SLT, the PTA executive board, and at parent workshops and/or general PTA meetings.
- Invite parents into school for literacy celebrations and encourage parents to review teacher feedback as well as offer feedback of their own to students.
- Invite parents to workshops.
- Communicate math task and rubric expectations to parents by sending both home to parents at the beginning of the units of study
- Participate in parent-teacher meetings
- Share teacher feedback with students and parents regarding student work.
- Continue to have the Parent Coordinator serve as a liaison to the parent community.
- The Parent Coordinator plans parent and parent/child workshops that foster a deepening understanding of math concepts “opportunities at home” to apply math skills to real world situations.

Strategies include:

- Communicate students’ progress to parents throughout the school year.
- Communicate students’ progress on assessments and classwork to students as needed throughout the school year.
- Post curriculum unit expectations for core subjects on the PS 107 website to inform parents and students of grade-level expectations.
- Utilize Translation services for parents as needed to effectively communicate with parents.
- The Parent Coordinator plans parent and parent/child workshops that foster a deepening understanding of reading, writing, listening, and speaking as well as opportunities to literacy skills to real world situations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our current staff is regarded as Highly Qualified. Yet, professional development activities will be provided by the Network and in-house during professional development (PD) sessions, grade meetings, and faculty meetings. In addition, staff members receiving out-of-school PD will provide turnkey training to peers, support and content area staff (including SETSS, ESL, Science, Technology, and Informational Writing) will provide training on a needs-basis, both in PD sessions and through a co-teaching model in the classrooms. Staff members will actively participate in the inquiry process as well as sharing in an exchange of best practices in the classroom, using item skills analyses and formative/summative assessment results to determine individual areas of instructional strengths and areas of growth to inform their decisions when developing math performance tasks and rubrics by grade. Staff members are encouraged to be educational leaders within the school, serve on a variety of committees, and meet professionally within vertical teams.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The content of our school-wide Bullying Prevention, Respect for All, SAPIS programs are embedded into math units of study throughout the year in every grade to support student learning and curriculum planning/mapping. In addition, Career Day (a variety of local Community Workers participate), Spirit Week, and a grade 2 Puppetry residence support math units of study, connecting content to instructional practices in the classroom and real world situations.

The Parent Coordinator plans parent and parent/child workshops that foster a deepening understanding of mathematics as well as opportunities to apply math concepts in real world situations.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Paper costs; aide time for copying materials—OTPS/Personnel costs
 - Materials and resources - NYSTL monies
 - Part-time literacy coach and Parent Coordinator- Personnel costs
 - Flexible scheduling in-house to meet training needs and ongoing staff needs- Personnel costs/Per diem monies
 - Network PD and support- CFN 204 monies
 - Translation costs-Translation services allocation

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	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	35	30	N/A	N/A	11	1	1	1
1	48	27	N/A	N/A	12	0	1	1
2	44	26	N/A	N/A	15	1	1	0
3	39	36	N/A	N/A	20	0	4	1
4	35	30	N/A	N/A	25	1	2	1
5	23	18	5	N/A	25	1	1	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Grades K-5 small group work, SETSS support during the day; intervention through small group work during extended day sessions</p> <p>Grades K-5 Imagine Learning-Reading Eggs for ELL support</p> <p>Kindergarten small group intervention: phonics-enriched program during the day</p> <p>Grades K-1 Foundations small group during the day; Grade 2 during SETSS sessions and for students in an AIS class during the day</p> <p>Grade 1 Recipe for Reading - an intervention program, small group daily</p> <p>Grades 4-5 Classroom Inc. (Chelsea Bank) is a simulation software program that integrates real world problem solving skills into a simulated banking model, connecting what students learn in school to real life (outside world) situations</p>
Mathematics	<p>Grades K-5 Everyday Mathematics; manipulatives; SETSS support during the day; small group work during the day; intervention through small group work during extended day sessions</p> <p>Grades 4-5 Classroom Inc. (Chelsea Bank) is a simulation software program that integrates real world problem-solving skills into a simulated banking model connecting what students learn in school to real life (outside world) situations</p>
Science	<p>Grade 4-5 literacy materials and skills in the content area of science and the content area specials' services 2-3 times/week during team teaching cycles of instruction, during the day; two full-time science teachers, science lab/hands-on experiments, early morning test prep sessions (six) prior to the NYS test</p>
Social Studies	<p>Grade 4-5 literacy materials and skills in the content area of social studies and the Informational Writing teacher's services 1 time/week during team teaching cycles of instruction, during the day</p>
At-risk Services provided by the Guidance Counselor	<p>Small group and one-to-one sessions during the day; play therapy, peer mediation, anger management, group discussions, peer pressure, social skills, behavior modification programs, chess club. Consistent parent contact and follow-up with counseling agencies, ACS and physicians regarding medication issues and student progress</p>
At-risk Services provided by the School Psychologist	<p>Small group and one-to-one services, counseling, play therapy, group discussions during the day</p>

At-risk Services provided by the Social Worker	One-to-one services during the day
At-risk Health-related Services	One-to-one services during the day; screening for OT/PT/Hearing/Speech; OT/PT therapy, nursing services

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundson	District 25	Borough Queens	School Number 107
School Name Thomas A. Dooley School			

B. Language Allocation Policy Team Composition [?](#)

Principal James S. Phair	Assistant Principal Patricia Howell
Coach	Coach
ESL Teacher Elizabeth Watts	Guidance Counselor Nora Tomei
Teacher/Subject Area Jean Clinton/ESL	Parent Karen Chau
Teacher/Subject Area Debbie Brumer/SETSS	Parent Coordinator Ourania Malandrakis
Related Service Provider Barbara Kessler	Other Denise Smith/SAF
Network Leader	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	933	Total Number of ELLs	111	ELLs as share of total student population (%)	11.90%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

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

When parents enroll their children at P.S. 107, as new admits to the NYC school system, during the academic school year, pupil personnel secretaries alert appropriate pedagogical staff members so that an informal oral interview in English may be conducted, and to ensure that the Home Language Identification Survey is completed appropriately. Bilingual staff members are called upon as necessary to conduct an interview with parents in their native language. Languages spoken by our staff include English, Chinese (Mandarin and Cantonese), Korean, Spanish, Hindi, Punjabi, Urdu, Farsi (Dari), Arabic, Hebrew, Yiddish, Italian, Polish, Russian, Serbo-Croatian and Greek. If a speaker of the home language is not available, a call is placed to the NYCDOE Translation Unit to conduct an oral interview by telephone. Based on the findings of the oral interview(s), and the completion of the Home Language Identification Survey, ESL teaching personnel administer the LAB-R when necessary. LAB-R is administered within the first ten school days of a student's admission. Once a student has taken LAB-R, a parent notification letter goes home and parents are requested to meet with ESL teachers to be informed about program choices and to complete a Parent Survey and Program Selection Form.

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

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

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

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

As soon as LAB-R hand scores are available, ESL teachers send language-specific entitlement letters and Parent Brochures from the EPIC toolkit home, inviting parents to come to school to view the multilingual DVD explaining program choices, and to make their

selection via the Parent Survey and Program Selection form. ESL teachers, ELL parents and bilingual staff enjoy good community relations at P.S. 107, so that parents are comfortable setting up appointments to learn more about our program and to have their concerns regarding program selection addressed. To ensure best compliance, and for the convenience of working parents, we hold day- and night-time workshops with bilingual staff on hand where parents can view the DVD and complete the survey. We collect all Parent Survey and Program Selection forms and they are kept on file in the ESL office. For parents who choose not to come to school to attend Parent Choice DVD screenings, a letter is sent home in the native language with a parent brochure reiterating the importance of viewing the informational DVD and completing the survey on behalf of their child(ren). If no response is forthcoming, we attempt telephone contact and also continue to send letters and forms home to request that parents come to school to view the video and submit forms. We have achieved a 100% response on Program Selection Forms for the past three school years.

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

At P.S. 107, LAB-R hand scores and NYSESLAT proficiency levels are the criteria used to identify and place Limited English Proficient students in the school's English as a Second Language instructional program. Parent Notification letters from the Office of ELLs web page are distributed to parents of all English language learners, whether newly identified, continuing, non-continuous, or transitional, in the home language, as soon as LAB-R and NYSESLAT results are discovered. All Parent Notification records are kept on file in the ESL office.

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

The results of the Parent Choice paperwork indicate that most parents choose the ESL program offered at P.S. 107 (60% over a three-year period). Numbers of non-ESL choices within the top home languages vary from year to year, but have not approached a number appropriate or required for a Transitional Bilingual or Dual Language class. For example, in 2010 there were a total of 13 parental choices for alternatives to the ESL program in the top three home languages in our school (Spanish, Chinese, and Korean), and in 2011 there were 16. However, the single largest language/program request within the 29 responses was for TBE in Chinese (3 in 2010 and 7 in 2011). This trend of having fewer than 15 students in two contiguous grades has continued for the past five years or more. The amount of requests for alternative programs has not met the requisite number to create a new program.

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K* 1* 2* 3* 4* 5*
6* 7* 8* 9* 10* 11* 12*

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In		2												2
Total	0	2	0	0	0	0	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	111	Newcomers (ELLs receiving service 0-3 years)	101	Special Education	21
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	101	0	20	10	0	1	0	0		111
Total	101	0	20	10	0	1	0	0	0	111

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	9	3	1	4	3								27
Chinese	11	15	9	8	7	5								55
Russian	0	0	0	1	1	0								2
Bengali	0	0	0	0	0	0								0
Urdu	1	0	0	1	0	0								2
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	1	0	0								1
French	0	0	0	0	0	0								0
Korean	5	5	2	0	3	3								18
Punjabi	1	0	0	0	0	0								1
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	2	1	0	1	1								5
TOTAL	25	31	15	12	16	12	0	111						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

This year, P.S. 107's English as a Second Language program is comprised of ten instructional groups formed by grade and proficiency level. The majority of our ELLs are receiving their first three years of service (91%) while 9% are in their fourth year or later. Our ELLs follow established patterns of acquisition and proficiency, and tend to exit the program within four years of entry.

A. Programming and Scheduling Information

At P.S. 107, ESL instruction is delivered via pull-out and push-in organizational models. Non-English speaking Beginners are pulled out in age/grade-appropriate groupings for the mandated 360 minutes per week of instruction. Advanced ELLs are pulled out in age/grade-appropriate groupings for the mandated 180 minutes per week of instruction. ESL and classroom teachers meet on a regular basis in order to align curriculum and instruction to maintain school-wide consistency of focus. The push-in model is implemented where possible in classrooms that are conducive to such with high concentrations of ELLs. We recognize that push-in has become the primary model within New York City, and we continue our efforts to implement the model into more of our classrooms. In fact, P.S. 107 has continued a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by the ESL teachers pushing in daily. This program is in its third year of implementation, and has resulted in an increase of ELLs scoring at proficiency on NYSESLAT and a decrease in referrals to Special Education.

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

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

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

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

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

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

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

ESL teachers access monthly grade-level curriculum mapping in order to align ESL instruction with general curriculum and content areas. ESL and classroom teachers confer on a regular basis to ensure alignment of content area instruction in order to maintain school-wide consistency of focus to support ELLs throughout the school. ESL methodologies, such as scaffolding, text deconstruction, accessing prior knowledge, using graphic organizers and other strategies learned during professional development, are employed in order to promote and support learning in the content areas while enriching language development at the same time. As such, the English as a Second Language program uses English but with native language support in the form of bilingual dictionaries and glossaries, translation websites, and support from bilingual staff members when needed. Materials used in the ESL program include a large library of non-fiction trade books that support language development while delivering information in the content areas such as Social Studies and Science.

4. How do you ensure that ELLs are appropriately evaluated in their Native Language?

By the nature of the English as a Second Language program, we do not evaluate students in their Native Language (e.g. unlike Transitional Bilingual Education or Dual Language programs). However, in order to support Native Language, bilingual picture dictionaries in our community's major home languages are available to all ELLs. Children are always encouraged to bring native language materials to school to share with teachers and classmates, and to aid in the transitional period of adjustment they experience as newcomers. Bilingual staff are on hand to support students and their families. In addition, ESL teachers encourage ELL families to maintain the use of their L1 at home in order to promote literacy skills that transfer from the native language to English.

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

Currently, we have no SIFEs at P.S. 107. However, once a SIFE is identified, P.S. 107 protocol is to make available all existing support

A. Programming and Scheduling Information

structures that might benefit the student such as Extended Day, Resource Room, Speech and/or Tutorial Periods. Especially for upper-grade SIFEs, ESL teachers share instructional techniques and resources with classroom teachers in order to support students at appropriate levels.

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

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

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

A very small number of P.S. 107's ELLs are receiving services beyond four years. Almost all of them are receiving Academic Intervention Services or are 12:1:1 Special Education students. Our plan for these students includes Extended Day and Related Services as required by their individual academic needs and IEPs where applicable.

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

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

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

P.S. 107 students with disabilities (e.g. 12:1:1 placements including cognitive and physical special needs, medically fragile students, etc.)

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the		
75%	least restrictive environment?		
50%	At P.S. 107, all our resources are utilized to deliver appropriate instruction to all students. Instructional groups are formed by a		
25%	combination of grade- and proficiency- level, and		
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

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

speaking. Do not include:

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

For the third year, P.S. 107 is continuing a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by other ESL teachers' pushing in daily. By combining grade level curriculum, the language expertise of the classroom teacher, additional language support such as the Wilson Foundations program, with a group of students who have the most to gain from a language-rich environment, we saw strong gains in literacy skills and English language proficiency. For upper grade non-English speaking Beginners, the Wilson Foundations program is also utilized to lay the foundation for our ELLs' learning of the Roman alphabet and sound-letter correspondence. In early 2010, P.S. 107 introduced the Imagine Learning English software program for use with our upper-grade Beginner ELLs in order to increase grade-appropriate vocabulary and literacy skills. This program includes individual assessment and tracking, and provides progress reports that can contribute to appropriate differentiation of instruction. In the 2010-2011 school year, we expanded the program to include all 3rd, 4th and 5th grade ELLs. We plan to continue the expanded program this year. In early 2011, we introduced a second software program for use primarily with lower grade ELLs called Reading Eggs, an affiliate of Study Island. Reading Eggs is web-based and can be used outside of the school building. Many students used the program over the summer, and we see gains in literacy skills such as letter identification, letter-sound correspondence and other phonics skills.

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

No programs for ELLs will be discontinued.

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

At P.S. 107, ELLs are completely mainstreamed and have access just like any other students to all before-, during- and after-school activities. During the school day, ELLs in the classroom participate in all academic and non-academic activities that their peers do, e.g. Reading and Writing Workshop, Everyday Math, Art, Science, Library, Technology, Music, assemblies, class trips, etc. All students are encouraged to participate in school community activities that occur before-, during- and after-school such as basketball and cheerleading teams, junior tennis league, a conflict-resolution program, peer mediation program, dance club, instrumental (strings) club, 2 glee clubs, a chess club, recorder sessions, computer and library squads, and a safety squad. Supplemental services offered only to ELLs are provided by Title III funding in the form of a before-school academic morning program and an evening program that includes parents and other family members of ELLs (Open Doors Workshop for ELLs and their Families). The morning program enhances academic language development by utilizing activities which benefit the four modalities of language (listening, speaking, reading and writing) with the focus

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

For the third year, P.S. 107 is continuing a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by other ESL teachers' pushing in daily. By combining grade level curriculum, the language expertise of the classroom teacher, additional language support such as the Wilson Foundations program, with a group of students who have the most to gain from a language-rich environment, we saw strong gains in literacy skills and English language proficiency. For upper grade non-English speaking Beginners, the Wilson Foundations program is also utilized to lay the foundation for our ELLs' learning of the Roman alphabet and sound-letter correspondence. In early 2010, P.S. 107 introduced the Imagine Learning English software program for use with our upper-grade Beginner ELLs in order to increase grade-appropriate vocabulary and literacy skills. This program includes individual assessment and tracking, and provides progress reports that can contribute to appropriate differentiation of instruction. In the 2010-2011 school year, we expanded the program to include all 3rd, 4th and 5th grade ELLs. We plan to continue the expanded program this year. In early 2011, we introduced a second software program for use primarily with lower grade ELLs called Reading Eggs, an affiliate of Study Island. Reading Eggs is web-based and can be used outside of the school building. Many students used the program over the summer, and we see gains in literacy skills such as letter identification, letter-sound correspondence and other phonics skills.

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

No programs for ELLs will be discontinued.

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

At P.S. 107, ELLs are completely mainstreamed and have access just like any other students to all before-, during- and after-school activities. During the school day, ELLs in the classroom participate in all academic and non-academic activities that their peers do, e.g. Reading and Writing Workshop, Everyday Math, Art, Science, Library, Technology, Music, assemblies, class trips, etc. All students are encouraged to participate in school community activities that occur before-, during- and after-school such as basketball and cheerleading teams, junior tennis league, a conflict-resolution program, peer mediation program, dance club, instrumental (strings) club, 2 glee clubs, a chess club, recorder sessions, computer and library squads, and a safety squad. Supplemental services offered only to ELLs are provided by Title III funding in the form of a before-school academic morning program and an evening program that includes parents and other family members of ELLs (Open Doors Workshop for ELLs and their Families). The morning program enhances academic language development by utilizing activities which benefit the four modalities of language (listening, speaking, reading and writing) with the focus on reading and writing in a small-group, targeted setting. The after-school Open Doors Workshop presents art and science activities for

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

C. Schools with Dual Language Programs

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

Not applicable

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

D. Professional Development and Support for School Staff

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

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

ESL professional development support will be available to all personnel including all classroom teachers, out-of-classroom teachers, service providers and paraprofessionals. P.D. schedule includes meetings during Inquiry Team (weekly), grade conferences and faculty conferences (monthly); professional development on Election Day, Brooklyn-Queens Day, six curriculum mapping days each in November and a Spring month; three paraprofessional workshops during the year. A major focus for professional development this year is on Informational Texts (e.g. science, social studies). ESL teachers support other personnel in their focus on Informational Texts by sharing strategies such as "juicy sentences," BICS/CALP wordplay and deconstruction/reconstruction of text, as well as scaffolding supports such as previewing text, pre-teaching content-specific vocabulary and the use of graphic organizers.

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

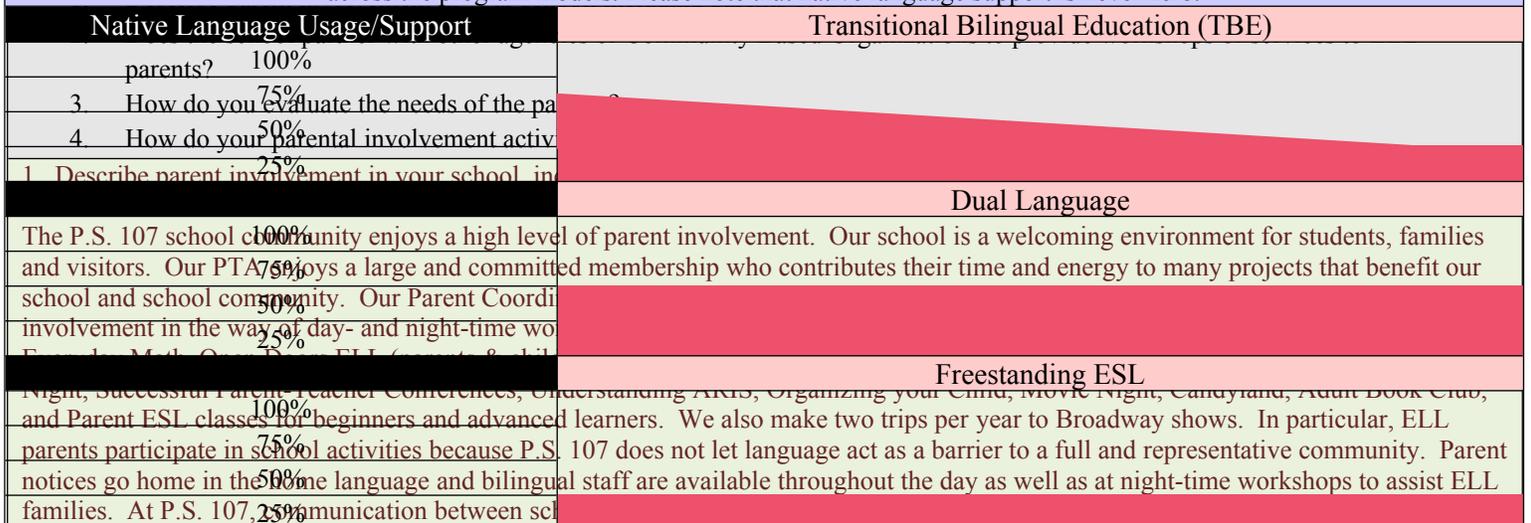
ESL teachers provide information to teachers who are creating articulation cards for graduating ELL students. Such information may include years of service, proficiency levels and personal teacher observations of the student. ESL teachers are also available to share information with middle school personnel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

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

On Professional Development days, ESL teachers present strategies for teachers to use to support ELLs in their language acquisition and content area learning. ESL teachers also present during faculty conferences, grade meetings and Inquiry Team. Records are maintained by the ESL teachers in the ESL department.

Native Language Usage and Supports

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



E. Parental Involvement

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

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

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

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

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

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

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

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

Parents of the P.S. 107 school community want to be involved in their children's educational life. Due to the variety of parent involvement activities found at our school, parents' needs are well met, which is reflected in our school's Learning Environment survey. Of parents who responded, 94% were satisfied or very satisfied with their opportunities to be involved in their child's education, and 92% were satisfied or very satisfied with how well our school communicates with them. Based on this data, we conclude that our parental involvement activities address the needs of our parents.

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

For the third year, P.S. 107 is continuing a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by other ESL teachers' pushing in daily. By combining grade level curriculum, the language expertise of the classroom teacher, additional language support such as the Wilson Foundations program, with a group of students who have the most to gain from a language-rich environment, we saw strong gains in literacy skills and English language proficiency. For upper grade non-English speaking Beginners, the Wilson Foundations program is also utilized to lay the foundation for our ELLs' learning of the Roman alphabet and sound-letter correspondence. In early 2010, P.S. 107 introduced the Imagine Learning English software program for use with our upper-grade Beginner ELLs in order to increase grade-appropriate vocabulary and literacy skills. This program includes individual assessment and tracking, and provides progress reports that can contribute to appropriate differentiation of instruction. In the 2010-2011 school year, we expanded the program to include all 3rd, 4th and 5th grade ELLs. We plan to continue the expanded program this year. In early 2011, we introduced a second software program for use primarily with lower grade ELLs called Reading Eggs, an affiliate of Study Island. Reading Eggs is web-based and can be used outside of the school building. Many students used the program over the summer, and we see gains in literacy skills such as letter identification, letter-sound correspondence and other phonics skills.

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

No programs for ELLs will be discontinued.

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

At P.S. 107, ELLs are completely mainstreamed and have access just like any other students to all before-, during- and after-school activities. During the school day, ELLs in the classroom participate in all academic and non-academic activities that their peers do, e.g. Reading and Writing Workshop, Everyday Math, Art, Science, Library, Technology, Music, assemblies, class trips, etc. All students are encouraged to participate in school community activities that occur before-, during- and after-school such as basketball and cheerleading teams, junior tennis league, a conflict-resolution program, peer mediation program, dance club, instrumental (strings) club, 2 glee clubs, a chess club, recorder sessions, computer and library squads, and a safety squad. Supplemental services offered only to ELLs are provided by Title III funding in the form of a before-school academic morning program and an evening program that includes parents and other family members of ELLs (Open Doors Workshop for ELLs and their Families). The morning program enhances academic language development by utilizing activities which benefit the four modalities of language (listening, speaking, reading and writing) with the focus

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

For the third year, P.S. 107 is continuing a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by other ESL teachers' pushing in daily. By combining grade level curriculum, the language expertise of the classroom teacher, additional language support such as the Wilson Foundations program, with a group of students who have the most to gain from a language-rich environment, we saw strong gains in literacy skills and English language proficiency. For upper grade non-English speaking Beginners, the Wilson Foundations program is also utilized to lay the foundation for our ELLs' learning of the Roman alphabet and sound-letter correspondence. In early 2010, P.S. 107 introduced the Imagine Learning English software program for use with our upper-grade Beginner ELLs in order to increase grade-appropriate vocabulary and literacy skills. This program includes individual assessment and tracking, and provides progress reports that can contribute to appropriate differentiation of instruction. In the 2010-2011 school year, we expanded the program to include all 3rd, 4th and 5th grade ELLs. We plan to continue the expanded program this year. In early 2011, we introduced a second software program for use primarily with lower grade ELLs called Reading Eggs, an affiliate of Study Island. Reading Eggs is web-based and can be used outside of the school building. Many students used the program over the summer, and we see gains in literacy skills such as letter identification, letter-sound correspondence and other phonics skills.

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

No programs for ELLs will be discontinued.

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

At P.S. 107, ELLs are completely mainstreamed and have access just like any other students to all before-, during- and after-school activities. During the school day, ELLs in the classroom participate in all academic and non-academic activities that their peers do, e.g. Reading and Writing Workshop, Everyday Math, Art, Science, Library, Technology, Music, assemblies, class trips, etc. All students are encouraged to participate in school community activities that occur before-, during- and after-school such as basketball and cheerleading teams, junior tennis league, a conflict- resolution program, peer mediation program, dance club, instrumental (strings) club, 2 glee clubs, a chess club, recorder sessions, computer and library squads, and a safety squad. Supplemental services offered only to ELLs are provided by Title III funding in the form of a before-school academic morning program and an evening program that includes parents and other family members of ELLs (Open Doors Workshop for ELLs and their Families). The morning program enhances academic language development by utilizing activities which benefit the four modalities of language (listening, speaking, reading and writing) with the focus on reading and writing in a small-group, targeted setting. The after-school Open Doors Workshop presents art and science activities for

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Not applicable

D. Professional Development and Support for School Staff

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

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

ESL professional development support will be available to all personnel including all classroom teachers, out-of-classroom teachers, service providers and paraprofessionals. P.D. schedule includes meetings during Inquiry Team (weekly), grade conferences and faculty conferences (monthly); professional development on Election Day, Brooklyn-Queens Day, six curriculum mapping days each in November and a Spring month; three paraprofessional workshops during the year. A major focus for professional development this year is on Informational Texts (e.g. science, social studies). ESL teachers support other personnel in their focus on Informational Texts by sharing strategies such as "juicy sentences," BICS/CALP wordplay and deconstruction/reconstruction of text, as well as scaffolding supports such as previewing text, pre-teaching content-specific vocabulary and the use of graphic organizers.

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

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

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

On Professional Development days, ESL teachers present strategies for teachers to use to support ELLs in their language acquisition and content area learning. ESL teachers also present during faculty conferences, grade meetings and Inquiry Team. Records are maintained by the ESL teachers in the ESL department.

E. Parental Involvement

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

E. Parental Involvement

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

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

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

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

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

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

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

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

Parents of the P.S. 107 school community want to be involved in their children's educational life. Due to the variety of parent involvement activities found at our school, parents' needs are well met, which is reflected in our school's Learning Environment survey. Of parents who responded, 94% were satisfied or very satisfied with their opportunities to be involved in their child's education, and 92% were satisfied or very satisfied with how well our school communicates with them. Based on this data, we conclude that our parental involvement activities address the needs of our parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12	L

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	7	4	3	4	4								30
Intermediate(I)	1	10	2	2	2	2								19
Advanced (A)	14	12	7	5	9	5								52
Total	23	29	13	10	15	11	0	0	0	0	0	0	0	101

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	8	1	2	2	2	2							
	I	1	7	1	0	1	1							
	A	14	17	8	7	5	4							
	P	0	3	2	1	7	3							
READING/ WRITING	B	8	6	4	3	2	4							
	I	1	8	2	2	1	2							
	A	14	6	4	5	10	4							
	P	0	8	3	0	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	10	3	2	15
4	2	6	5	0	13
5	3	2	2	1	8
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	4	0	7	1	1	1	15
4	1	0	2	1	1	4	3	1	13
5	0	1	1	3	0	4	3	0	12
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	1	0	1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	0	2	3	4	3	13
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	1	0	1

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name:

Thomas A. Dooley School

School DBN: 25Q107

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James S. Phair	Principal		10/7/11
Patricia Howell	Assistant Principal		10/7/11
Ronnie Malandrakis	Parent Coordinator		10/7/11
Elizabeth Watts	ESL Teacher		10/7/11
Karen Chau	Parent		10/7/11
Jean Clinton	Teacher/Subject Area		10/7/11
Debbie Brumer	Teacher/Subject Area		10/7/11
	Coach		
	Coach		
Nora Tomei	Guidance Counselor		10/7/11
Diane Foley	Network Leader		10/7/11
Barbara Kessler	Other <u>Service Provider</u>		10/7/11
Denise Smith	Other <u>SAF</u>		10/7/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q107** School Name: **Thomas A. Dooley**

Cluster: **2** Network: **CFN 204**

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

Part A: Needs Assessment Findings

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

We utilize the Home Language Identification Survey during the registration process. At that time, we determine not only the child's language but also the preferred language of communication of the parent. This information is captured in ATS. We utilize this information throughout the year to ensure optimal communication between school and parents.

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 finding is that most parents and children share the same language other than English. However, in some cases the parents' preferred language is different than their child's. This information is captured in ATS during the registration process to be referenced throughout the year. The ESL department also maintains files to make sure we are communicating with parents in their preferred language. The majority languages for the PS 107 community are Chinese (Mandarin), Spanish and Korean. The SLT, PTA, parent coordinator, and teachers report these findings back to the community. In addition, a full-page notice concerning translation services is printed in our bi-monthly newsletter The Guidepost.

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.

Written translation of all major documents including Parents Bill of Rights are provided to parents and/or guardians. In order to provide this service in a timely manner, we use a combination of resources available to us, including the Translation and Interpretation Unit and parent volunteers, yet we rely mainly on in-house staff whose languages include Chinese (Mandarin and Cantonese), Korean, Spanish, Hindi, Punjabi, Urdu, Farsi (Dari), Arabic, Hebrew, Yiddish, Italian, Polish, Russian, Serbo-Croatian, French, Haitian-Creole and Greek.

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.

We provide oral interpretation by utilizing our multi-lingual in-house staff, parent volunteers, and on occasion outside vendors. Parent and staff volunteers provide translations when necessary on an immediate needs basis. We also use the translation phone service.

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

By coordination between our school's Administration, ESL Department and Parent Coordinator, we fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Bill of Parent Rights and Responsibilities is provided in the preferred language of communication of the parents. We have signage posted indicating the availability of interpretation services. The number and variety of languages spoken by our staff is an integral part of our safety plan ensuring that parents in need of language access services are not prevented from reaching our administrative offices solely due to language barriers.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 107 holds an English Language morning program (7:20 to 8:00 a.m.) for ELL enrichment. The program runs from November through June and is conducted by two licensed ESL teachers. It is open to 3rd, 4th and 5th grade ELLs as well as transitional ELLs. This program enhances academic language development and prepares students to take standardized NYS tests. Activities benefit the four modalities of language (listening, speaking, reading and writing) with a focus on academic language in reading and writing in a small-group, targeted setting. Materials to be used include non-fiction trade books and language workbooks that focus on grammar and usage. Prior to the administration of the NYS Science test, additional morning sessions are added wherein ESL teachers and upper grade Science Cluster teacher work collaboratively to prepare 4th grade students for that assessment.

Additionally, P.S. 107 holds "Open Doors" workshops which are open to all ELL parents and children. Workshops are held once a month after school (2:30 to 4:00 p.m.) from January through June. ESL teachers work collaboratively with our school's Art and Science teachers, Parent Coordinator and bilingual Paraprofessionals (for translation purposes) to deliver these workshops. This program focuses on our school community's diverse cultural backgrounds, creating a welcoming environment for families, hands-on activities, and trips and educational outings. It encourages authentic communication based on hands-on activities while supporting students' and families' native languages and cultures. Our Art teacher delivers two workshops (watercolors and puppetry) focusing on language needed for Art. Our Science teacher delivers two hands-on workshops (electricity and ecosystems) focusing on scientific language, as well as participating in the Urban Park Rangers program at Fort Totten. For a second year we will have a visit from a NYC Park Ranger followed by a trip to Fort Totten.

For a third year, our school has implemented the Imagine Learning English software program for upper grade ELLs which benefits not only beginners, but all level of ELLs in terms of vocabulary development, reading comprehension, and critical thinking skills. For a second year, our school has implemented Reading Eggs, a web-based interactive reading program for use with primary grade ELLs. Both programs will continue throughout this current school year.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: ESL professional development support will be available to all personnel including all classroom teachers, out-of-classroom teachers, service providers and paraprofessionals. ESL teachers as well as network specialists deliver the program. P.D. schedule includes meetings during Inquiry Team (weekly), grade conferences and faculty conferences (monthly); professional development on Election Day, Brooklyn-Queens Day, six curriculum mapping days each in November and a Spring month; three paraprofessional workshops during the year. A major focus for professional development this year is on Informational Texts (e.g. science, social studies). ESL teachers support other personnel in their focus on Informational Texts by sharing strategies such as "juicy sentences," BICS/CALP wordplay and deconstruction/reconstruction of text, as well as scaffolding supports such as previewing text, pre-teaching content-specific vocabulary and the use of graphic organizers.

Part D: Parental Engagement Activities

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

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

Begin description here: The P.S. 107 school community enjoys a high level of parent involvement among ELLs and non-ELLs alike. Our school is a welcoming environment for students, families and visitors. Our PTA enjoys a large and committed membership who contribute their time and energy to many projects that benefit our school and school community. Our Parent Coordinator creates, organizes and facilitates many opportunities for parent and family involvement in the way of day- and night-time workshops. All parents are invited to attend all workshops, activities and clubs that are on offer at our school. Some of the workshops held at P.S. 107 are Daddy and Me, Build-a-Kite, Everyday Math, Bullying Prevention, Preparing for New York State tests, Family Craft Night, Successful Parent-Teacher Conferences, Understanding ARIS, Organizing your Child, Movie Night, Candyland and Adult Book Club. Open Doors Workshops (for ELLs and their families), and Parent ESL classes for beginners and advanced learners are specifically targeted to parents of English Language Learners who are invited to attend all scheduled activities. We also make two trips per year to Broadway shows. In particular, ELL parents participate in school activities because P.S. 107 does not let language act as a barrier to a full and representative community. Parent notices and other documents go home in the preferred language of communication, and bilingual staff are available throughout the day as well as at night-time workshops to assist ELL families. At P.S. 107, communication between school and all parents is full, open and ongoing.

Part E: Budget

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

Allocation Amount: \$14912

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	<u>\$8,910.80</u>	<u>68178* hours of per session for ESL, Art and Science teachers to support</u>

Part E: Budget

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

Allocation Amount: \$14912

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		<u>ELL Students: 178 hours x \$50.06 (current teacher per session rate with fringe) = \$8,910.80</u> <u>*102 hours for ESL teachers to deliver morning ESL program</u> <u>*48 hours for 2 ESL, 1 Art and 1 Science teacher to deliver Open Doors ELL Parent & Child workshops</u> <u>*28 hours for 2 ESL and 1 Science teacher to deliver morning Science ESL program</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$100</u>	<u>Urban Park Rangers program - school visit and park tour by NYS ranger</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		<u>\$357.12</u> <u>Materials for Open Doors Workshops - Art and Science (watercolor paints, clay for puppet heads, terrariums, batteries, etc.)</u>
Educational Software (Object Code 199)	<u>\$5,319.20</u>	<u>Renewal of 35 Imagine Learning student licenses \$4,800</u> <u>Renewal of 105 Reading Eggs student subscriptions \$519.20</u>
Travel	<u>\$225</u>	<u>Metrocards for park trip for Open Doors Workshop</u>
Other		
TOTAL	<u>\$14,912</u>	

