



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THOMAS DOOLEY SCHOOL

DBN: 25Q107

PRINCIPAL: LORI CUMMINGS **EMAIL:** LCUMMINGS2@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

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
Lori Cummings SLT Co-chairperson	*Principal	
Theresa DiBella	*UFT Chapter Leader/Staff Rep	
Karen Chau	*PTA President/Parent Rep	
Denise Arieli-Barufka	Member/ Parent Representative	
Katherine Como SLT Secretary	Member/ Parent Representative	
Anne Giaramita	Member/ Parent Representative	
Jackie Leto SLT Co-chairperson	Member/ Parent Representative	
Doreen Petri	Member/Parent Rep including Special Education	
Christine Kemmett	Member/ Parent Representative	
Patricia Howell	Member/ Administration	
Carole Bradley	Member/ Staff Rep/UFT including Paras/Special Education	
Janet Perrotta	Member/Staff Rep/UFT including Special Education	
Denise Smith	Member/Staff Rep/UFT including Special Education, ESL	
Susan Young	Member/ Staff Rep/UFT including Special Education	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1 Teacher Effectiveness

- By June 2013, all teachers will experience two cycles of short classroom visits with written feedback to improve their level of effectiveness in designing coherent instruction, as measured by 70% of the teachers showing evidence of implementing next steps based on the feedback during follow-up classroom visits.

Comprehensive needs assessment-

We analyzed a variety of data sources, and continue to do so on an ongoing basis, throughout the current year and past years. We identified trends or patterns of need for the current year as well as over the past two-three years to inform our schoolwide focus on designing coherent instruction and individual teacher needs. We used the Danielson Framework for Teaching in conjunction with the 2012-2013 Citywide Instructional Expectations. We have had, and continue to have, deeper conversations with all staff members regarding the importance of developing individual professional learning plans and goals for teachers and for the school community as a whole. Our teachers have evaluated their specific needs.

The data sources include:

- The 2012 end of year Teacher Needs Assessment Survey
- Teacher self-reflections for 2012-2012 and 2012-2013
- 2011-2012 and 2012-2013 Walkthrough feedback
- 2011-2012 and 2012-2013 Formal and Informal Observation results and feedback
- 2011-2012 and 2012-2013 Student work samples and conference notes
- 2011-2012 and 2012-2013 faculty and grade conferences, inquiry work, and professional development session(s) feedback
- 2011-2012 and 2012-2013 CFN feedback and support
- 2011-2012 Learning Environment Survey results
- 2012-2013 Lesson Planning and Unit of Study Planning

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 and activities that encompass the needs of the teachers include:

Teachers created individual plans for professional growth (often with feedback from an administrator). Teachers have adjusted their instructional practices based on self-reflections, peer and administrative/snapshot feedback, and professional learning activities. Teachers continue to share their best practices with each other on a schoolwide basis.

- PD/workshops offered to staff for *Danielson's Framework*: Component 1e, Designing coherent instruction
- Snapshot Observations with oral and/or written feedback to support the growth of designing coherent instruction
- Providing common planning time built into the weekly schedules for each grade so that teachers can work together designing coherent instruction
- Inter-visitations for teachers both within the school and to other schools

- Our teachers have created a plan for growth (often with feedback from an administrator)
- Teachers have adjusted their instructional practices based on self-reflections, peer and administrative/snapshot feedback, and professional learning activities
- Teachers continue to share their best practices with each other on a schoolwide basis
- One-to-one coaching (when needed) offered by the principal, AP, lead teachers, and/or data specialist to support teacher’s development in specific elements of Danielson’s Component 1e, Designing coherent instruction
- The Principal, AP, and lead teachers will attend professional development workshops provided by CFN204

Key personnel and other resources used to implement these strategies/activities include:

- Principal, AP, CFN Network members, and lead teachers will turnkey to all staff
- CFN workshops
- Per diem monies set aside to fund subs for the day when teachers are out of the building

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Provide teachers with a variety of forums such as:

- Faculty, grade, and lead teacher meetings/discussions
 - Individual needs surveys/assessments
 - Self-reflections
 - Feedback sessions
 - Inquiry work sessions
 - Committee member(s) and/or chairperson
- We will continue to expand the decision-making opportunities for teachers to include lab-site, content, or skills-based “specialists” or “coaches.”

The timeline for implementation: September 2012 through June 2013

Strategies to increase parental involvement

Our parents are an integral part of our school community. We encourage parents to be actively involved and engaged in all aspects of our community.

Strategies to increase parent involvement include:

- Discussing the process of improving teacher effectiveness at School Leadership meetings and PTA Executive Meetings
- Offering Parent Information workshops to provide information regarding teacher effectiveness
- Inviting parents into classrooms during open school weeks and classroom celebrations to see the results of teachers’ instructional delivery and children’s’ work products
- Providing translation services for communications to parents regarding teacher effectiveness

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Personnel costs

Service and program coordination

- Paper costs; aide time for copying materials
- OTPS
- Principal-Personnel costs
- Assistant principal-Personnel costs
- Teachers- Personnel costs
- Teacher coverages- 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

Annual Goal #2 CCLS aligned Mathematics

- By June 2013, a minimum of two CCLS aligned mathematics units will be developed and at least 60% of the students experiencing these units will show gains in their conceptual understanding of mathematics as evidenced by their performance on the end of unit assessments in comparison to the unit pre-assessments.

Comprehensive needs assessment-

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 units of study.

Additional data sources include:

- 2011-2012 Progress Report
- 2011-2012 Math CCLS aligned unit of study student work samples
- 2011-2012 and 2012-2013 student classroom work samples, teacher conference notes, and lesson plan revisions
- 2011-2012 and 2012-2013 ongoing professional development needs and feedback results
- 2011-2012 and 2012-2013 informal and formal observations and/or walkthroughs
- 2011-2012 and 2012-2013 Inquiry work based on periodic, benchmark, state, and classroom assessment results in addition to student work samples
- 2011-2012 item skills analysis of assessment results and identifying trends or patterns across grades and schoolwide needs
- 2011 Quality Review feedback
- Curriculum Maps and Everyday Math Units

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,

Strategies and activities include:

- Common Planning Time built into schedule for all grades
- PD around unit/curriculum expectations, Common Core Learning Standards, and Depths of Knowledge
- Teacher Teams working on units collaboratively and revising units based on trends they noticed from studying student work
- Development of unit tasks to act as pre/post assessments
- Templates for planning and websites for support made available
- Grade Conferences dedicated to reviewing and revising curriculum units/maps and tasks as aligned to the Common Core Learning Standards
- Create a schoolwide Dropbox account, made accessible to all teachers for coherency of curriculum development
- Review CCLS aligned materials to supplement the Everyday Math program
- Collection of pre/post assessment data for Common Core Aligned Units, analyzing results, and then adjusting lesson plans to meet the needs of all students at all levels of proficiency

Key personnel and other resources used to implement these strategies/activities:

- Principal, AP, CFN Network members, and lead teachers will turnkey to all staff
- CFN workshops and website resources
- CCLS Library
- Per diem monies set aside to fund subs for the day when teachers are out of the building

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Teachers are included in decision-making during:

- Faculty, grade, and lead teacher meetings/discussions
- Curriculum planning sessions
- Inquiry work sessions
- Self-Reflections
- Reviewing and determining selections of materials and resources for units of study

The timeline for implementation: September 2012 through June 2013

Strategies to increase parental involvement

Our parents are an integral part of our school community. We encourage parents to be actively involved and engaged in all aspects of our community. In consultation with our SLT we are working together to strengthen the home-school connection by surveying parents to determine Mathematics-related and CCLS workshops for parents and/or parents/families/children. In addition, our Parent Coordinator is also working with the parents and school to offer a variety of workshops that support CCLS aligned mathematics-related activities for parents/families.

Strategies to increase parent involvement include:

- Share educational and instructional plans with the PTA executive board and at parent workshops and/or general PTA meetings
- Meet with the SLT and analyze schoolwide data and develop plans to meet this need
- Share teacher feedback with students and parents regarding student work
- Encourage parents to review teacher feedback given to students as well as offer their own feedback to students
- Communicate math unit task and rubric expectations to parents by sending both home to parents at the beginning of the units of study
- Communicate students' progress on assessments and classwork to students as needed throughout the school year
- Participate in parent-teacher meetings, communicating students' progress to parents throughout the school year
- Provide parent and parent/child ("Make and Take") workshops that foster a deepening understanding of math concepts. These workshops offer strategies for at home opportunities to apply math skills to real world situations
- Provide academic websites such as bedtimemath.org to parents
- Continue to have the Parent Coordinator serve as a liaison to the parent community
- Utilize Translation services for parents as needed to effectively communicate with parents

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III X Grants X Other

If other is selected describe here:

PTA funds

School funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Continuing to fund/support programs that will support the learning activities developed within CCLS aligned units of study using real world applications of mathematical understandings and concepts include:

Music and the Brain -Grant

Materials for the Arts- Puppetry –PTA and school funds

Brooklyn Conservatory- Strings Program- PTA and school funds

Guidance Counselor facilitated Chess Team

Grade 5 Basketball Team

- Paper costs; aide time for copying materials
- OTPS costs
- Principal- Personnel costs
- Assistant Principal-Personnel costs
- Teachers-Personnel costs
- Teacher coverages- Personnel costs
- Substitutes- Personnel costs
- Paraprofessionals-Personnel costs-TL-IDEA
- Parent Coordinator-Personnel Costs-TL
- Core Inquiry team- 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 #3 AND ACTION PLAN

Annual Goal #3 CCLS aligned ELA Units of Study

- By June 2013, all students will experience a minimum of two CCLS aligned ELA units of study. One unit will be aligned to the literacy standards in ELA, S.S., and/or Science. The second unit may be provided by the DOE CCLS library, which will include the school's 2011-2012 revisions. 60 % of the students will meet the standards as evidenced by work products and rubric tasks.

Comprehensive needs assessment

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 units of study.

Additional data sources include:

- 2011-2012 Progress Report
- 2011-2012 ELA- CCLS aligned unit of study student work samples
- 2011-2012 and 2012-2013 student classroom work samples, teacher conference notes, and lesson plan revisions
- 2011-2012 and 2012-2013 ongoing professional development needs and feedback results
- 2011-2012 and 2012-2013 informal and formal observations and/or walkthroughs
- 2011-2012 and 2012-2013 Inquiry work based on periodic, benchmark, state, and classroom assessment results in addition to student work samples
- 2011-2012 item skills analysis of assessment results and identifying trends or patterns across grades and schoolwide needs
- 2011 Quality Review
- ELA Curriculum Maps

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 goal include:

- Common Planning time built into schedule for all grades
- PD around planning and Common Core Learning Standards (CCLS) in ELA
- Templates for planning and websites for support made available
- Teacher Teams working on units collaboratively and revising units based on trends they noticed from studying student work
- Grade Conferences dedicated to reviewing and revising curriculum units/maps as aligned to the Common Core Learning Standards
- Create a Dropbox account, which will be made accessible to all teachers for coherency of curriculum development
- Allocate school funds for the purchase of higher leveled texts for classroom libraries (Libraries were expanded by January 2013)
- Purchase and implement Guided Reading materials for all students including those performing on grade level
- PD sessions on Guided Reading
- Observations and feedback to monitor and support the implementation of CCLS aligned units and students' access to higher leveled texts
- Collection and analysis of student reading levels and conversations with teachers regarding student growth in reading levels

Key personnel and other resources used to implement these strategies/activities include:

- Principal, AP, CFN Network members, and lead teachers will turnkey to all staff
- CFN workshops and website resources
- CCLS Library
- DOE Scope and Sequences for Science and Social Studies
- Per diem monies set aside to fund subs for the day when teachers are out of the building

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities include:

- Faculty and grade conferences and discussions
- PD session/workshop feedback
- Developing new units of study and/or revising previous units of study
- Determining the DOK levels of activities
- Reviewing and selecting new materials and resources to add to classroom libraries to support ELA units of study
- Teacher-selected focus and targets during Inquiry Team work

The timeline for implementation: September 2012 through June 2013

Strategies to increase parental involvement

Our parents are an integral part of our school community. We encourage parents to be actively involved and engaged in all aspects of our community. In consultation with our SLT we are working together to strengthen the home-school connection by surveying parents to determine Literacy and CCLS workshops for parents and/or parents/families/children. In addition, our Parent Coordinator is also working with the parents and school to offer a variety of workshops that support CCLS aligned literacy-related activities for parents/families.

- Continue to meet with the SLT and analyze schoolwide data and develop plans to meet this need
- Continue to share educational and instructional plans with 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 curriculum based workshops based on a parent interest and needs survey of parents from SLT and the PTA
- 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 skills as well as opportunities to practice literacy skills to real world situations
- Parent Book Club, sponsored by the UFT and facilitated by the Parent Coordinator
- Adult ESL program for the school community for beginner and immediate adult English Language Learners

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA X Title III Grants X Other

If other is selected describe here:

PTA funds

School funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The content of many of our programs are embedded into literacy units of study throughout the year in every grade to support student learning. They include:

- School-wide Bullying Prevention
- Respect for All
- SAPIS
- Career Day (a variety of local Community Workers participate)
- Spirit Week
- Title III Open Doors workshops for ELL parents and students
- Grade 2 Puppetry –PTA and school funds
- Annual ReadAloud (a variety of local Community members participate)

- Paper costs
- Aide time for copying materials
- OTPS costs
- Principal- Personnel costs
- Assistant Principal-Personnel costs
- Teachers-Personnel costs
- Teacher coverages- Personnel costs
- Substitutes- Personnel costs
- Paraprofessionals-Personnel costs-TL-IDEA
- Parent Coordinator-Personnel Costs-TL
- Core Inquiry team-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 #4 AND ACTION PLAN

Annual Goal #4 Student Progress in ELA

- By June 2013, the median adjusted growth percentile in ELA, as measured by the student progress section of the Progress Report, will increase to 50% of the peer range.

Comprehensive needs assessment

This need was identified based on evaluating a variety of data sources. Administrators and staff members reflected on classroom practices and instructional delivery centered on improving student progress, especially after reviewing our 2011-2012 Progress Report results for student progress in ELA as compared to our peer group. In addition, we reflected on inquiry work from previous years, and noticed trends from the NYS ELA assessments, ITA item-analyses, student work samples, and Fountas and Pinnell results.

Additional data sources include:

- 2013 Citywide Instructional Expectations
- 2011-2012 and 2012-2013 student classroom work samples, teacher conference notes, and lesson plan revisions
- 2011-2012 and 2012-2013 ongoing professional development needs and feedback results
- 2011-2012 and 2012-2013 informal and formal observations and/or walkthroughs
- 2011-2012 and 2012-2013 Inquiry work based on periodic, benchmark, state, and classroom assessment results in addition to student work samples
- 2011-2012 item skills analysis of assessment results and identifying trends or patterns across grades and schoolwide needs
- 2011 Quality Review
- Trends and patterns when comparing the current Progress Report (PR) with the 2010-2011 PR

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:

- Grade level teams 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
- Review student work samples to identify instructional gaps, which will be reflected in mapping and lesson planning revisions
- Teacher Teams are working on units collaboratively and revising units based on trends they noticed from studying student work
- Provide additional time for teachers, by grade level, and then across grade levels in addition to their common planning periods to analyze instructional practices and make data-informed instructional decisions about teaching of content and student learning of content
- Review Fountas and Pinnell results and Periodic Assessment item skills analyses to make instructional decisions
- Lead teachers attend literacy and content area PD sessions and turnkey information to staff

Key personnel and other resources used to implement these strategies/activities include:

- Principal, AP, Data Specialist, CFN Network members, and lead teachers will turnkey to all staff
- SETSS, ESL, cluster teachers, and other service providers will provide professional development and/or strategies to classroom teachers
- CFN workshops and website resources
- CCLS Library
- ARIS
- Conference notes
- Schoolwide scheduling
- Per diem monies set aside to fund subs for the day when teachers are out of the building

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities include:

- Faculty and grade conferences and discussions
- PD session/workshop feedback
- Developing new units of study and/or revising previous units of study
- Determining the DOK levels of activities
- Determining materials and resources and differentiated instructional practices
- Teacher-selected focus and targets during Inquiry Team work

The timeline for implementation: September 2012 through June 2013

Strategies to increase parental involvement

Strategies to increase parent involvement aligned to this goal include:

- Provide individualized strategies for work at home through report cards, newsletters, and parent-teacher conferences and/or meetings (as needed)
- Provide ELA based workshops (developed with the SLT)
- Provide materials to help parents work with their children to improve students' achievement
- Share ongoing feedback about student performance and progress with parents and students
- Provide parents with assistance in understanding the CCLS standards, CCLS benchmarks, and the Citywide Instructional Expectations
- Invite parents into the school for class celebrations of student work
- Parent Coordinator acts as the liaison between the parents/families and school
- Continue to actively engage SLT in the process of reviewing data and decision making for next steps
- Actively involve and engage parents during PTA Executive and general meetings in schoolwide expectations for preparing students to be "College Bound and Career Ready"

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA X Title III Grants X Other

If other is selected describe here:

PTA funds

School funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The content of many of our programs are embedded into literacy units of study throughout the year in every grade to support student learning. They include:

- Schoolwide Bullying Prevention
- Respect for All
- SAPIS
- Career Day (a variety of local Community Workers participate)
- Spirit Week
- Annual ReadAloud (a variety of local Community members participate)
- Title III Open Doors workshops for ELL parents and students – Title III monies
- Grade 2 Puppetry –PTA and school funds
- Grades PreK and K Cool Culture opportunities

- Paper costs
- Aide time for copying materials
- OTPS costs
- Principal- Personnel costs
- Assistant Principal-Personnel costs
- Guidance Counselor- Personnel costs
- SAPIS- Personnel costs
- Teachers-Personnel costs
- Teacher coverages- Personnel costs
- Substitutes- Personnel costs
- Paraprofessionals-Personnel costs-TL-IDEA
- Parent Coordinator-Personnel Costs-TL
- Core Inquiry team-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

In addition, the SLT plans to develop and introduce a Schoolwide Enrichment Program by the end of the year.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Our RTI plan addresses three levels of intervention. During Tier I interventions and services students are provided with strategy lessons and support that include:</p> <ul style="list-style-type: none"> • Explicit modeling and instruction with guided practice • Differentiated instruction based on student needs and learning styles • Pre-teaching and re-teaching of targeted skills • Extended time for task completion • Repeated exposures and reinforcement of strategies and skills • Repeated exposures to contents through rereading • Opportunities for interactive and/or shared reading, writing, speaking 	<p>Included in the RTI plan are three levels of intervention. Students receive Tier I and Tier II interventions during small group and one-to-one sessions.</p> <p>Tier III interventions are also in small groups and/or during one-to-one sessions for at least one ten week cycle, which may be extended based on need.</p>	<p>Tier I interventions are provided throughout the day, every day. Benchmark screenings are administered a minimum of three times a year during the day, and more frequently, if needed.</p> <p>Tier II interventions are provided during 50 minute instructional periods, 1-2 times weekly (based on need) during extended day, in addition to the Tier I services.</p> <p>Tier III services are provided during the day and/or during extended day.</p>

	<p>(discussion), and listening learning activities</p> <ul style="list-style-type: none"> • Opportunities for review and/or guided practice and feedback • Reciprocal teaching through student partnerships • Restating and simplifying directions for a learning activity or task • Rubric supports • Task and/or strategy prompts • Creating smaller steps for tasks • Student self-reflections and assessments as well as peer and teacher feedback during learning activities • Small group and one-on-one instruction utilizing evidence-based core curriculum materials (i.e., “Foundations,” “Teacher’s College” Reading and Writing Workshop materials) <p>Additional evidence-based intervention materials and strategies that supplement Tier I instruction include:</p> <p>Imagine Learning-Reading Eggs for Grades K-5 ELL support</p>		
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	<p>A Phonics-enriched program for Grade K</p> <p>Fundations for Grades K-2 as well as special education students through grade 5</p> <p>Classroom Inc. (Chelsea Bank) for Grades 4-5</p> <p>The Title III Open Doors workshops support ELLs</p>		
Mathematics	<ul style="list-style-type: none"> • Explicit modeling and instruction with guided practice • Differentiated instruction based on student needs and learning styles • Pre-teaching and re-teaching of targeted skills • Extended time for task completion • Repeated exposures and reinforcement of strategies and skills • Task and/or strategy prompts • Creating smaller steps for tasks • Student self-reflections and assessments as well as peer and teacher feedback during learning activities • Developing and/or utilizing math games to reinforce math concepts • Developing games, using 	<p>Included in the RTI plan are three levels of intervention. Students receive Tier I and Tier II interventions during small group and one-to-one sessions.</p> <p>Tier III interventions are also in small groups and/or during one-to-one sessions for at least one ten week cycle, which may be extended based on need.</p>	<p>Tier I interventions are provided throughout the day, every day.</p> <p>Tier II interventions are provided during 50 minute instructional periods, 1-2 times weekly (based on need) during extended day, in addition to the Tier I services.</p> <p>Tier III services are provided during the day and/or during extended day.</p>

	<p>tasks</p> <ul style="list-style-type: none"> • Content taught through literacy • The Title III Open Doors workshops support ELLs • Materials include FOSS kits, trade books, butterfly kits, live animals in the science lab 		
Social Studies	<p>Strategies include:</p> <ul style="list-style-type: none"> • Explicit modeling and instruction with guided practice • Differentiated instruction based on student needs and learning styles • Pre-teaching and re-teaching of targeted skills • Extended time for task completion • Repeated exposures and reinforcement of strategies and skills • Task and/or strategy prompts • Creating smaller steps for tasks • Content taught through literacy activities 	<p>Small and one-to-one groups</p> <p>Small groups</p>	During the day and extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>The Guidance Counselor offers:</p> <p>play therapy peer mediation, anger management group discussions,</p>	Small group and one-to-one sessions	During the day

	<p>peer pressure, social skills, and behavior modification programs, and Chess club.</p> <p>She maintains consistent parent contact and follow-up with counseling agencies, ACS and physicians regarding medication issues and student progress.</p> <p>The school psychologist also offers: counseling, play therapy, and group discussions.</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements.

Our current staff is regarded as Highly Qualified. We have four non-tenured teachers that receive DOE and in-house mentoring. In addition, two of the four teachers (ESL and Grade 3) are members of our Core Inquiry Team and the ESL teacher receives on-going professional development in her content area (ESL) from the Network.

Professional development activities are provided for all staff members by sending administrators, lead teachers, service providers, and other identified personnel to Network meetings and professional development (PD) workshops. PD opportunities include workshops provided by the city and/or Network as well as in-house professional development (PD) sessions, grade meetings, and faculty meetings. In addition, staff members receiving out-of-school PD provide turnkey training to their colleagues throughout the school.

Support and content area staff (including SETSS, ESL, Science, and Technology) provide training on a needs-basis through PD sessions, intervisitations and a mentoring model (for new and/or identified staff members) in the classrooms. In the spring, teachers will be encouraged to seek out opportunities for intervisitations to other schools, which are arranged on a needs basis, to support their professional growth.

Staff members actively participate in the inquiry process as well as sharing in an exchange of best practices in the classroom. By using item skills analyses and formative/summative assessment results to determine individual areas of instructional strengths and areas of growth teachers create plans to align literacy and math curriculum maps to the CCLS while meeting the citywide expectations and shifts in instruction. Teachers self-reflect on their instructional practices by grade, across the school, and during individual teacher-administrator sessions, adjusting their plans as needed to remain highly qualified.

Staff members are encouraged to be educational leaders within the school, serving on a variety of committees, acting as grade leaders and/or lead teachers, and meeting professionally within teams. Teachers participate in monthly team meetings during common prep periods and/or inquiry work sessions to address the specific learning needs of their students and their own professional growth.

As future vacancies become available they will be filled through a multi-step process, which includes a rigorous search of the DOE New Teacher Finder, online applications, resume submittals, and by reaching out to the Cluster 2 community. Candidates are expected to actively participate in the following recruiting process, which may include:

- Provide a resume for review
- Meet with the administrative team for an initial interview
- Evaluate student work, providing feedback to improve the student achievement and progress
- Share a professional portfolio
- Model a demonstration lesson before a core instructional team, which includes teachers and administrators
- Participate in a round table post observation session

Future vacancies will be shared with the SLT prior to posting the vacancy.

Our school has partnered with a number of local colleges and universities to bring student teachers into our school community. We will continue to reach out to these institutions of higher learning, which have included Queens College, St. John's University, and Hunter College, to increase the number of student teachers in a variety of disciplines/programs. Programs have included Early Childhood, Elementary Education, Speech, Special Education, English as a Second Language, Art, and Guidance. In addition, we open our school to student observers seeking the opportunity to explore an Elementary school experience prior to student teaching.

SCHOOL-PARENT COMPACT

Our school is planning to revise our School-Parent letter and implement a School-Parent Compact that is more encompassing to strengthen the connection and support of student achievement between the school and the families. This new Compact will be developed through the SLT and will outline how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve CCLS and Assessment benchmarks. The template below will serve as a guide in developing the Compact, which will be shared with the school community in late spring. Following the template is the School-Parent letter /Student Behavioral Contract that was distributed this year.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**Student Behavioral Contract
(Grades K – 5)**

Name of Student

Date of Birth

Class

I know that I have a right to:

- be in a safe school, free from discrimination, harassment and bigotry;
- know what is correct behavior and what behaviors may result in disciplinary actions;
- counseling by staff about my behavior and how it affects my education and welfare in school;
- due process of law when I violate school regulations for which I may be suspended or removed from class.

I agree to:

- come to school on time with the assistance of my parents, prepared to work;
- use courteous and polite language;
- participation in class/community meetings to acknowledge a person’s thoughtfulness, assistance or courtesy;
- resolve conflicts peacefully and express my feelings in words;
- dress in a clean, neat and safe manner;
- take care of my personal belongings and respect other people’s belongings;
- tell my parents what I learned in school each day;
- complete my homework every day and show it to my parent(s)/guardian(s);
- follow the rules in the Discipline Code.

I have discussed this with my parents and I will follow this agreement.

Student Name: _____ Signature: _____ Date: _____
(Please Print)

{Parent Section}

I have received a copy of the **Discipline Code** and **Bill of Student Rights and Responsibilities** and understand the behavior that is required of my child.

I understand that my participation in my child’s education will help him/her be successful in school. I have read this agreement and I will carry out the following responsibilities to the best of my ability.

- Encourage my child to be a respectful and peaceful member of the school community.
- Discuss the Discipline Code and the Bill of Rights and Responsibilities with my child.
- Participate in parent conferences, class programs and other activities in which my child is involved.
- Assure that my child will arrive at school on time every day.
- Provide a quiet place for my child to his/her homework.
- Spend at least 15 minutes per day reading with my child.
- Listen to my child retelling of his/her school day experiences.
- Provide the school with current telephone numbers and emergency contact information.

- Alert the school if there are any significant changes in child's health or well-being that affects his/her ability to perform in school.

Parent/Guardian Name: _____ Date: _____

(Please Print)

Parent/Guardian Signature: _____

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
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Part II: ELL Identification Process

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

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

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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.) who are identified as ELLs are included in the mainstream ESL program based on collaborative judgment between ESL teachers and our school's Health Coordinator. Both ESL and Special Education strategies and instructional methods are utilized in order to maximize the educational benefit to these children based on their individual learning needs.

7. How does your school use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

At P.S. 107, all our resources are utilized to deliver appropriate instruction to all students. Instructional groups are formed by a combination of grade- and proficiency- level, and are scheduled in order to accommodate all mandated services.

Courses Taught in Languages Other than English ⓘ

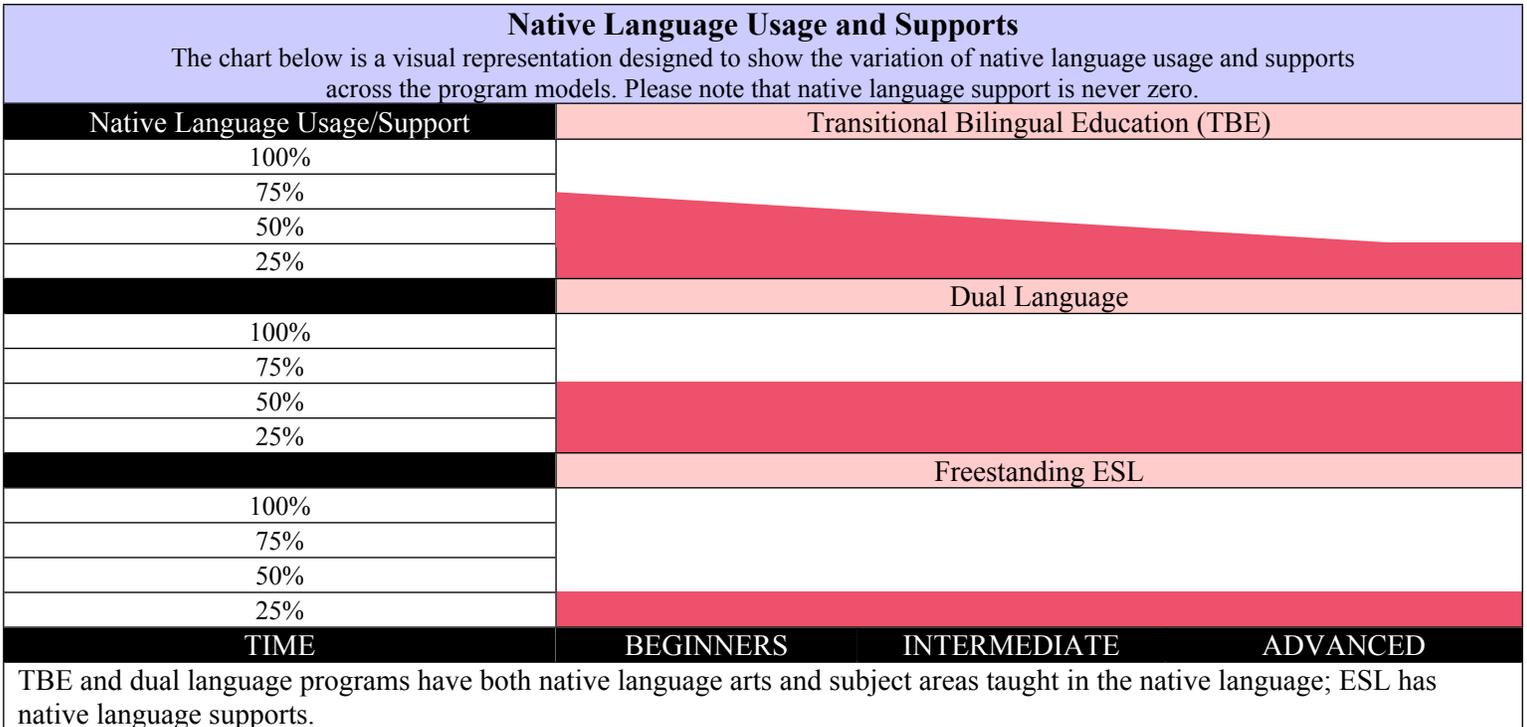
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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 children to complete with their parents or other family members. Its goal is to involve ELL families in the school community, and to encourage authentic communication.

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

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

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

In our ESL program, bilingual dictionaries and glossaries in our community's major home languages are available to students. In addition, translation websites and bilingual staff including bilingual paraprofessionals are available to help our children communicate. 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.

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

For instructional and pull-out purposes, ELLs are grouped according to age, grade and proficiency level. ESL teachers use materials that correspond to students' grade levels and curriculum and modify as needed, e.g. through scaffolding, differentiation, etc.

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

Before the beginning of the school year, teachers and other staff are not available to work with ELLs. Once school begins, and ELLs are identified, they are pulled for ESL services. In addition, we pair up newcomers with a "language buddy" in their classroom to aid in the transition.

17. What language electives are offered to ELLs?

Not applicable

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.

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)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	7	4	3	4	4								30

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

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

*PLEASE NOTE: Discrepancy between total number of ELLs in school (111) and total number of NYSESLAT/ LAB-R proficiency scores (101) is due to 12:1:1 Special Education ELLs who were not given LAB-R at their school of first admission to the system, and/or, such low or missing scores on NYSESLAT modalities that they are labeled “invalid” and are interpreted by ATS as having not taken the test.

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

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

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

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

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

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

4. For each program, answer the following:

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

Looking at NYS test results, it is immediately apparent that ELLs at P.S. 107 unsurprisingly perform better on NYS Math than they do on NYS ELA. Lower test scores overall in ELA as compared to Math are due to several factors. First of all, English is not the native language of ELLs taking this test. CALP has not been acquired to the extent needed to perform at a Level 4 on this assessment. Secondly, ELLs in

4th and 5th grade fall into two categories: students who are in their first three years of ESL services (i.e. students who were formerly exempt from ELA) and long-term ELLs who exhibit overall academic deficiencies. In terms of Native Language versions of State tests, numbers are too small to generalize. For example, more English- than Native-language versions of tests were taken in Math (24 vs. 16) with results still proportionally divided between versions (15 scores of 3 or 4 in English vs. 11 scores of 3 or 4 in Native language).

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

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

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

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

5. For dual language programs...

Not applicable to PS 107

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

At P.S. 107, 91% of ELLs are within their first three years of service. The remaining 9% are receiving extended servicing. Our ESL program demographics reflect normally expected patterns of language acquisition in elementary education students. We evaluate the success of our students based on quantifiable and qualitative data. First, we use various quantifiable assessment data to gauge different factors. Some of these factors include English language proficiency levels (results of NYSESLAT and RNMR to better understand proficiency within the modalities); reading levels (results of Fountas and Pinnell assessments) and content area knowledge (results of NYS ELA, Math and Science tests). Next, we utilize qualitative data to integrate the numbers with the actual students in our charge. Conferencing, conversations, anecdotal records, student portfolios, and our relationships with students and their families provide a well-rounded picture of our ELL population. Formative and summative data inform our decisions in how to place students in appropriate groupings and what to focus on in instruction. Based on the data, our students have made great strides in Listening and Speaking, but still need extra support in the academic areas of Reading and Writing. Given this, we will improve our instructional practices in order to support the success of our ELLs in academic areas.

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Thomas E. Dooley

DBN: 25Q107

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

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

Before school After school Saturday academy Other:

Total # of ELLs to be served: 123

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

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

Total # of teachers in this program: 4

of certified ESL/Bilingual teachers: 2

of content area teachers: 2

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:

OVERVIEW: The P.S. 107 Title III Program for ELLs consists of three parts: Morning Program, Open Doors Workshops, and ESL computer programs. Our Morning Program is open to upper grade ELLs and transitional ELLs in grades 3 - 5. Open Doors workshops are open to all ELLs, grades K – 5, and their parents or guardians. Our ESL computer programs are in use with all ELLs, grades K - 5.

MORNING PROGRAM: P.S. 107 will hold "Fairy Tales Unlimited," an English Language morning enrichment program for ELLs utilizing Reader's Theater. Hour-long sessions will be held twice a week from November to April conducted in two groups by two licensed ESL teachers. This program is offered to 3rd, 4th and 5th grade ELLs (34 students) as well as 3rd, 4th and 5th grade transitional ELLs who exited services in 2012 (5 students). These grade levels are selected to support older elementary students who are growing out of the critical period of language acquisition. In addition, we offer the program to transitional ELLs based on the directives of CR Part 154 which provide support to students who have recently passed NYSESLAT. Students of all proficiency levels will collaborate and contribute in a supportive setting. Readers Theater scripts and teaching materials are utilized, as well as teacher- and student-provided realia for props, costumes, etc. Reader's Theater helps students approach and meet grade-level Common Core Learning Standards benchmarks by building language and literacy skills while making textual connections across genres and extending content knowledge. In April and May, ESL teachers collaborate with the Science teacher to provide additional Morning program support to 4th grade ELLs and transitional ELLs by adding three sessions per week for a total of 14 sessions. Prior to these sessions, teachers meet to provide professional development to one another in science curriculum, lesson planning and ESL strategies. During these sessions, teachers work collaboratively to support students in their acquisition of scientific language and concepts. As well as whole class instruction, teachers provide small group instruction and support, and individual support as needed. Our science teacher provides all texts and materials for hands-on activities that support student learning in their classrooms and in the science lab.

OPEN DOORS WORKSHOPS: P.S. 107 holds "Open Doors" workshops which are open to all Grade K – 5 ELLs (123) and their parents or guardians. Workshops are held once a month after school (2:30 to 4:00 p.m.) from October through May. PLEASE SEE PART C AND PART D FOR MORE INFORMATION ON THIS PROGRAM.

ESL SOFTWARE: For a fourth year, our school will implement "Imagine Learning English," a language and literacy software program for all 3rd, 4th and 5th grade ELLs (35). Imagine Learning places students at their ideal starting point so that they see only the content that addresses their individual learning needs and provides lessons and feedback that is customized for each. It provides first language support, and basic as well as academic vocabulary development including cross-curricular words common to social studies, science and math. Imagine Learning provides supplementary support within the school day as students work at their own pace in their classroom during daily 20-minute sessions. Periodically, students are assessed by the program. Program reports are printed out and maintained by the ESL

Part B: Direct Instruction Supplemental Program Information

teachers. ESL teachers share the data with classroom teachers in order to identify student needs and to make instructional decisions that support differentiated instruction and learning activities. For a third year, our school will implement "Reading Eggs," an interactive reading and literacy software program for all Kindergarten, 1st and 2nd grade ELLs (59). Reading Eggs places students at their ideal starting point then supports their learning in phonemic awareness, phonics, fluency, vocabulary and comprehension. Reading Eggs provides supplementary support within the school day as students work at their own pace in their classroom during daily 20-minute sessions. Periodically, students are assessed by the program. Data from the program is available to ESL teachers. ESL teachers share the data with classroom teachers in order to identify student needs and to make instructional decisions that support differentiated instruction and learning activities. Students are also able to use Reading Eggs at home, and ESL teachers communicate regularly with parents to provide support in their home use of the program.

Part C: Professional Development

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

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

Begin description here:

ESL teachers support and train other personnel in strategies that will support the shifts in citywide instructional expectations by helping teachers to embed strategies to differentiate instructional delivery in order to impact and improve student achievement. A major focus for professional development continues to be Informational Texts and academic vocabulary (e.g. science, social studies). In addition, focus is also strongly on the shifts to citywide instructional expectations that are specifically around academic vocabulary to continue to align ourselves with the Common Core Learning Standards.

Our lead ESL teacher attends professional development workshops offered by our network CFN 204, and turnkeys the information to staff. ESL professional development support is available to all personnel including all classroom teachers, out-of-classroom teachers, service providers and paraprofessionals. This is done on a school-wide basis, on a grade-level basis, and on an individual needs basis. ESL teachers are active RTI members who model and provide strategies in the RTI model for all students. ESL teachers provide new teachers and service providers with training in ESL strategies in order to support their professional growth and impact student achievement. Weekly Inquiry meetings, weekly common preps, monthly grade conferences, monthly faculty conferences and monthly RTI meetings allow ESL teachers the flexibility to deliver PD twice a month depending on scheduling and availability. One of our school's Inquiry teams consists of ESL and cluster teachers. One Inquiry meeting per month is devoted to professional development around our school's Open Doors workshop. ESL teachers model appropriate strategies to support and engage all learners in the various activities that occur during Open Doors. Other Inquiry teams who are interested can have ESL teachers meet with them to model and provide strategies. Election Day, Chancellors Day and three paraprofessional workshops during the year are also available for professional development delivered by ESL teachers. Additional PD days are pending budget, scheduling and availability. ESL teachers provide and model school-wide personnel with guided practice of ESL strategies such as "juicy sentences," BICS/CALP wordplay,

Part C: Professional Development

deconstruction/reconstruction of text, discussion and questioning. ESL teachers also provide 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:

P.S. 107 holds “Open Doors” workshops which are open to all Grade K – 5 ELLs (123) and their parents or guardians. Workshops are held once a month after school (2:30 to 4:00 p.m.) from October through May. 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. It encourages authentic communication based on hands-on activities and educational outings, while supporting students’ and families’ native languages and cultures. Our Art teacher delivers three hands-on workshops (Fall masks, Winter lanterns, Spring kites) focusing on language needed for Art . Our Science teacher delivers three hands-on workshops (Thanksgiving cooking, Lights & Colors, Terrarium ecosystem) focusing on scientific language. Our final workshop is a picnic at Martin Field in our neighborhood. Professional development for teachers involved occurs during one Inquiry Team meeting per month.

P.S. 107 also hosts Parent ESL classes provided by the Office of Adult and Continuing Education for beginner and intermediate learners three days per week. There are 60 parents, guardians or other family members who are registered in this highly popular and well-attended program. Parent learners perform with great pride in our end-of-year musical performance, Music in the Air. Open Doors and Parent ESL classes empower ELL families to become active school community members, as well as active participants in the greater community at large.

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 and weekend workshops. All parents are invited to attend all workshops, activities and clubs that are offered 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, Teaching Good Manners, Movie Night, Candyland and Adult Book Club. 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

Part D: Parental Engagement Activities

and representative community. Weekly emails are sent to all families by our parent coordinator highlighting free or low-cost local activities. Parent notices and other documents go home in the preferred language of communication, and bilingual staff are available 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: \$14680

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$8,808.35</u>	<u>175.5* hours of per session for ESL, Art and Science teachers to support ELL Students x \$50.19 (current teacher per session rate with fringe) = \$8,808.35</u> <u>*69.5 hours for ESL teachers to deliver morning ESL program</u> <u>*63 hours for ESL, Art and Science teachers to deliver Open Doors ELL Parent & Child workshops</u> <u>*43 hours for ESL and Science teachers to deliver morning Science ESL program</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$214.45</u>	<u>Materials for Open Doors Workshops - Art and Science (food items for cooking workshop; prisms for light & color workshop; soil and containers for terrarium workshop)</u>
Educational Software (Object Code 199)	<u>\$5,657.20</u>	<u>Renewal of 35 Imagine Learning student licenses \$5,250</u> <u>Renewal of 70 Reading Eggs student</u>

Part E: Budget

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

Allocation Amount: \$14680

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>subscriptions \$407.20</u>
Travel		
Other		
TOTAL	<u>\$14,680.00</u>	