



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 107Q
DBN (i.e. 01M001): 25Q107
Principal: LORI CUMMINGS
Principal Email: LCUMMINGS2@SCHOOLS.NYC.GOV
Superintendent: DANIELLE DIMANGO
Network Leader: DIANE FOLEY

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lori Cummings	*Principal or Designee	
Theresa Di Bella	*UFT Chapter Leader or Designee	
Karen Chau*	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Patricia Howell	Member/ CSA-Administration rep	
Denise Smith	Member/ UFT –Staff rep including Special education and ESL	
Janet Perrotta	Member/ UFT Staff rep including Special education	
Susan Young	Member/ UFT- Staff rep including Special education	
Carol Bradley	Member/ UFT/Paraprofessionals/Special Education	
Kathryn Como	Member/ Parent rept	
Denise Ariele-Barufka	Member/ Parent rept	
Christine Kemmett	Member/ Parent rep	
Colette McArdle	Member/ Parent rep	
Bessie DiCicco	Member/ Parent rep	
Lezly Garcia	Member/ Parent repr	
*Karen Chau	Member/ PTA President represents parents including Special education and ELLs	
	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, at least 65% of teachers will make gains in the effectiveness of their teaching practice by at least one rubric scale in at least one component of Domain 2 and 3: Classroom Environment and Instruction as measured by the Danielson Framework rubric.

Comprehensive Needs Assessment

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

Administrative observations and collegial walkthroughs revealed a need to improve teacher practices with a specific focus on the classroom environment and instruction. Analysis of Danielson's framework and effective practices in Domain 2 and 3 highlighted a need in improvement in classroom environment and instruction to include access and entry points for all students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Supervisory observations with feedback and next steps to improve teacher practice.
2. Walkthroughs conducted by administrators and staff using a school made checklist with specific requirements in classroom environment that will help support teacher practice in the Domain of Classroom Environment.
3. Self-Evaluation (rubric taken from Danielson Book) and collegial discussions/goal setting with specific attention to the 4 elements of Component 3c: Engaging Students in Learning.
4. Targeted goals to improve teacher practice and student outcome defined in/by collaborative teams around Danielson's Domains 2 & 3. Weekly team meetings set to review, share, and collaborate on developing best practice based on student outcomes evidenced in work samples brought to team meetings.
5. Grade meetings and professional development provided to teachers around Danielson's framework with focused attention to Domain 2 and Domain 3.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, and Network administrators
2. Principal, Assistant Principal, Network administrators, teachers/staff members of PS 107Q
3. Principal, Assistant Principal, Network Support Staff, and Instructional Lead Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrative meetings to discuss observations, next steps for teachers, and teacher progress in order to follow up with teacher development and provide appropriate support in helping teachers to raise their level of effectiveness.
2. Walkthrough Checklist with an alignment to the Danielson Ratings (HEDI) to be used to determine areas of need and areas of improved practice. Walkthroughs will be conducted a minimum of 4 times throughout the year to monitor progress and support continued improvement. Review of the checklists provides administrators with information to determine progress and next steps for professional development.
3. Lead teacher meetings provide time for teachers to "check in" – share where their grade is, what questions, concerns they have, and to hear feedback/suggestions from intergrade colleagues. Administrators use checklists, information from lead teachers, and observations to follow up on professional development and to evaluate the impact on professional practice.
4. Self evaluations and group reflections on Domain 3 conducted every 4-6 weeks (time frame is based on the target of team goal).

D. Timeline for implementation and completion including start and end dates

1. Observations of classroom environments began the first week of school, these observation will continue until the close of the school year (Septemebr 2013 – June 2014)
2. An environment checklist was provided to the staff in September for the first PD day. Follow up memos with areas for further improvement and deadlines will be used throughout the year. In June a reflection of practice will culminate the year and set objectives for the following year. (Sep. 2013 – June 2014)
3. January 2014 – June 2014 emphasis on Domain 3: Instruction with specific attention on 3c Engaging students in learning. Lead teachers will meet gain information and resources on Domain 3. Lead teachers will then meet back with their collaborative teams provide pd and incorporate this work into their targeted goal.
4. September 2013 – June 2014. Lead teachers meet monthly with a focus from Danielson's Framework targeted. Grade teams led by grade leaders meet weekly in

order to share best practices and work collaboratively to develop and implement best practices.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Principal and Assistant principal have created a schedule for observations in cycles. On days where one administrator is observing and providing feedback, the other administrator is taking on the office and administrative duties for that day. In this way the observations can be done with feedback given to teachers to support their practice.
2. Professional Development Days are utilized for teachers to conduct collegial walkthroughs and provide an opportunity for teachers to offer feedback and share effective practices with each other.
3. The school schedule is designed with a minimum of one common planning time for each grade per week. Additionally, an SBO for 50 minute professional development/collaborative team time has been implemented in order to provide additional time for teachers to gain PD on Danielson's framework and to work together collaboratively to improve teaching practices.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Strategies to support parental involvement include:

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, at least 60% of students achieving at the bottom 3rd of the initial baseline assessment will make gains in their writing about reading by at least 2 rubric scales in at least 2 areas of the writing assessment rubric as evidenced by student writing rated using the writing assessment rubric.

Comprehensive Needs Assessment

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

The progress report indicates that the medium growth percentile for students in ELA is at only 30% of the peer range. When reviewing the item cue analysis of the ELA exam we noticed that writing is an area that our students experience difficulty with (in both ELA and Math) at all grade levels.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Extended Day with a focus on specific skill in the area of writing and instruction that is directly connected to that area of need in writing.
2. Writing about reading exercises practiced through read aloud activities, reading workshop, and the adoption of writing workshop units focused on writing informatively and argumentatively using texts to support the writing.
3. Morning Program offered to develop student's skills in responding to questions and answering all bulleted points of a question.

4. Targeted grouping/individual conferences held with specific student writing needs addressed based on information provided from the writing rubric(s) and student work products during writing and/or reading workshop.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom and Cluster teachers are working with students during extended day in targeted groups around student’s specific needs as evidenced from their baseline and interim assessments.
2. Classroom teachers and cluster teachers
3. Teachers are providing the additional instruction during morning program. Ready Materials are being used to support test sophistication and writing to answer a prompted question using text evidence.
4. Classroom teachers and other staff members (paraprofessionals) are working with students in the classrooms.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. On Demand writing pieces and teacher created assessments are used as interim assessments to determine student growth and needs
2. Teacher’s College rubrics and teacher created assessment tools will be utilized to evaluate student progress and determine next steps in writing that will help student’s achieve. These formative assessments will determine whole group, small group and individualized instructional choices.
3. Informal assessments and teacher observation will be used to determine student progress. Assessments of skills taught and collected writing samples will be used to determine if the strategies taught were mastered and/or need to be retaught.
4. Teachers will assess students informally based on conference and student work samples. These informal assessments and collection of student samples will determine next steps in conferences. Teachers will use the baseline assessment as a standard for the expectations for student writing at their grade level. This will indicate what is required for the students to obtain in each rubric area in order to make progress.

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. September 2013 –June 2014.
3. January 2014 – April 2014
4. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Students invited to extended day were narrowed to those that achieved level 1 and low level 2 on state exams and/or formative literacy assessments
2. Monthly read aloud books chosen and ordered for the book of the month utilized in conjunction with teacher created activities that build writing about reading skills.
3. Twice a week from January to April all 3rd, 4th, and 5th graders will be invited to attend a morning program for 1 hour each session. During this program Ready books will be used to assist with the development of writing in both literacy and mathematics.
4. Curriculum selection of using Teacher’s College and the workshop model supports differentiating instruction through small group and one-one conferences. Writing rubrics are provided through the Units of Writing kits from Heinemann that support TC’s Writing Curriculum.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Professional Development on writing about reading will be provided to parents.
 Test sophistication PD will also provide parents with opportunities to hear and see the ways in which their children are required to write about reading.
 Open Doors Workshops, for ELL students, provides opportunities for parents to become involved in the development of the oral language, which will impact student writing.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X school fund is utilized to by books of the month which are used as a source writing about reading and create a common topic/theme/focus within and across grades.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 60% of the school's lowest third performers will show improvement in solving real world mathematical problems as evidenced by gains in at least two of the subcategories of the problem solving rubric of grade-determined real-world mathematical problems from pre assessment to post assessment.

Comprehensive Needs Assessment

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

The results of the 2013 Mathematics exams indicated that our student progress in the area of mathematics for student's of the bottom third median growth percentile is below 35% of our peer range. In addition, the item cue analysis indicates that our students did not perform well on writing about mathematics and solving problems. The core curriculum practices focus on real world problem solving and accurately explaining mathematical practices/reasoning. The above goal has been identified as a way to raise student progress and ensure achievement of mathematical content standards and practices.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Adoption of GoMath Curriculum to support deeper conceptual understanding in math, mathematical practices and real world application of mathematical concepts
2. Creation of Monthly real world problems and grade wide problem solving rubric to track student progress in problem solving through the course of the year,
3. Small group and 1-1 conferences during the math period in order to provide specific support to students, as identified by their problem solving rubric, to support students in making progress in solving real world problems.

B. Key personnel and other resources used to implement each strategy/activity

1. CFN 204 Coach and teachers create and implement grade –wide problem solving rubric. Also, CFN support in the delivery of the math curriculum so as to align the curriculum to the standards in mathematical content and practice.
2. Administration and grade teams of teachers utilize CFN support tools available online, as well as GoMath! Resources in order to create monthly real world problems that align to the month's unit of study.
3. Teachers provide small group and one-one support in mathematics, specifically in problem solving, during the course of the mathematics lesson.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. GoMath HOT questions and performance assessments are used as interim assessments to determine student growth and needs that inform instructional decisions. These formative assessments will also determine whole group, small group, or individualized instructional choices and.
2. GoMath Pre-unit and end of unit assessments are used to evaluate student progress and determine next steps in mathematical problem solving.
3. Problem Solving rubrics, teacher created and GoMath (performance and unit) assessments are utilized to determine instructional next steps and grouping decisions.
4. Informal assessments, teacher observations, conferences, student work samples and student self-reflections will be used to determine student progress. Data from these informal assessments is used to determine if skills and strategies were mastered and/or need to be retaught. The data determines next steps in conferences, small group, and whole group lessons.
5. Teachers use formative and summative assessment results to reflect on their teaching and adjust learning activities as needed.

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. December 2013 –June 2014
3. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. GoMath will be implemented daily as the curriculum choice for mathematics in the school. Approximately 75 minutes per day will be spent on mathematics. All Go Math material available for purchase through the Core ordering in Famis, including assessment materials, will be utilized to support the implementation and development of student problem solving
2. Teachers plan together weekly to develop curriculum during common planning time built into the weekly schedule. In addition per session opportunities and additional PD days will support the continued development and evaluation of the created real-world problems. Teachers meet in teacher teams to discuss student outcomes, progress, needs, and next steps.
3. Through the incorporation of a workshop and /or inquiry approach, students have the opportunity to work independently while the teacher can work with small groups or individual students to support identified needs based on the problem solving rubric.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Workshops on the Common Core Curriculum with a focus on mathematics will be offered to parents.

A parent workshop on Mathematics standards in both content and practice was delivered to the parents in October.

A Parent workshop on accessing GoMath on line was delivered to parents in order to support them in helping their child at home.

Administrative discussions at PTA meetings include informing parents of the importance of student explanation and the use of content specific words.

I-Ready purchased and utilized in school and at home informs parents of student need and allows students to make gains in those areas through practice and reinforcement at home.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, all Parent Engagement subcategory scores on the Learning Environment Survey will be at least 8.1 or better, with no slides in scores as measured by the 2013-2014 LES.

Comprehensive Needs Assessment

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

The results from our 2012-2013 Learning Environment Survey indicated that the percentage of parents who "strongly agree" with knowing what to do to prepare their children for college, career, and success in life after high school through the school communications was lower than expected (38%, with 51% agreeing) in the Parent Engagement category. After reviewing and analyzing the results, determined a need to communicate to parents that they are invited into the building for celebrations, performances, and workshops. We decided to offer more opportunities for parents to come into building more often throughout the year. The SLT also met to review and assess our needs in this area.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We increased the number of workshops conducted by administrators, throughout the year have and/or will address the CCLS, curriculum choices, literacy and math learning activities and strategies to do at home with children
2. Parent coordinator workshops address a variety of topics, such as effective communications with teachers, incorporating learning activities through games
3. ESL teachers, content area teachers, and other PS107 staff provide workshops on content for parents, connecting activities at school with home
4. Parents are invited into classrooms for celebrations and/or performances and on class trips connected to student learning
5. ESL Parents are invited to attend Adult ESL classes to assist them in part in learning the academic language

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal
2. Parent Coordinator
3. ESL Teachers, content area teachers, PreK social worker
4. Classroom teachers and out-of-classroom teachers
5. Parent Coordinator, UFT affiliated ESL teacher
6. Principal, Assistant Principal, SLT team, Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Parent Survey will be distributed after each workshop to determine the quality of workshop and determine parent desires/expectations of future pd sessions. In addition, conversations at lead teacher meetings will help to determine parent involvement and understanding of the Curriculum. This will help to determine needs of future workshops.
2. Parent coordinator workshops will also include parent surveys in order to better define needs of families and redirect future workshops. Parent coordinator will also review attendance of meetings to determine turn-out and if/there are any patterns and trends in attendance (times, ethnicity of population attending, etc), . Using this data, the school will then create workshops and sessions to gain a greater and more inclusive turnout.
3. Parents surveys will help to identify quality and needs for sessions.
4. Teachers will keep an attendance roster for activities in classrooms. This data will help to determine turnout for event and help plan future events.
5. Parent ESL Teacher communicates with administration the progress of program and participants. ESL Teacher and parent coordinator work together in order to identify those in attendance and encourage parent participation at other meetings, events, classroom activities.

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. Throughout the year, September 2013-June 2014
5. September 2013-June 2014
6. Ongoing, .September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. A series of morning and evening workshops will be conducted for parents by administrators addressing curriculum, CCLS, and content area strategies parents can learn to work with children at home
2. The Parent Coordinator provides workshops throughout the year to involve parents in the school community; some workshops are grade specific. The Parent Coordinator also seeks out grants such as "The Parents as Arts Partners" series for Grade K parents and children where parents create an art project together
3. The Open Doors series provides parents and children with a variety of experiences across content areas such as science and art while fostering language acquisition skills. The parent coordinator and PreK social worker conduct a series of parent workshops throughout the year, often providing strategies for academic, social, and emotional learning activities at home.
4. Throughout the year parents are invited to participate in celebrations of their children's work in the classroom. Parents are also invited to educational trips.
5. ESL parents attend classes three days a week for two sessions (beginner and intermediate) for most of the day. Parents often attend both sessions.
6. Parents are surveyed by SLT members and the Parent Coordinator throughout the year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Content area and CCLS workshops have already been held for parents during the day and evening sessions. The Principal and Assistant Principal will hold a series of "Coffee, Conversations, and Curriculum" parent sessions. Topics to date included: Curriculum program choices (September 18), Literacy CCLS (September 28), and GoMath (October 28). A series of PreK parent workshops will continue this year. Feedback from last year's series was positive and useful in planning for this year. Parents at SLT and PTA Executive meetings were asked to survey all parents for topics of interest to be addressed. The parent coordinator polls parents for topics of interest and/or concerns. The SLT members surveyed parents as well and continue to do so throughout the year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p>ELA</p>	<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 (discussion), and listening learning activities • 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 	<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>

- 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)

Additional evidence-based intervention materials and strategies that supplement Tier I instruction include:

Imagine Learning-Reading Eggs for Grades K-5 ELL support

A Phonics-enriched program for Grade K

Foundations for Grades K-2 as well as special education students through grade 5

Classroom Inc. (Chelsea Bank)

for Grades 4-5

We introduced Teacher’s College into the school for grades K-05

The Title III Open Doors workshops support ELLs

<p>Mathematics</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 • 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 • Develop games, strategies to master basic concepts and understandings as a foundation for multi-step problems • Develop vocabulary supports so that computational steps may take place • Shared writing activities <p>Grades K-5: Go Math</p> <p>Grades 4-5 :Classroom Inc. (Chelsea Bank)</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>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>Science</p>	<p>Two full time science teachers provide opportunities outside the classroom for science lab/hands-on experiments.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Explicit modeling and instruction with guided practice 	<p>Small and one-to-one groups</p>	<p>During the day; extended day</p> <p>Early morning sessions before school pending availability of monies.</p>

peer mediation,
anger management group discussions,
peer pressure, social skills, and behavior
modification programs, and
Chess club.

She maintains consistent parent contact
and follow-up with counseling agencies,
ACS and physicians regarding
medication issues and student progress.

The school psychologist also offers:
counseling,
play therapy, and
group discussions.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
School Wide Program (SWP)	Targeted Assistance (TA) Schools	x	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PS 107Q- Thomas Dooley

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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 will 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 25	Borough Queens	School Number 107
School Name Thomas A. Dooley Elementary		

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

Principal Lori Cummings	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 Natasha Mijatovic/IEP	Parent Coordinator Ourania Malandrakis
Related Service Provider Barbara Kessler	Other Denise Smith/SAF
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	899	Total number of ELLs	136	ELLs as share of total student population (%)	15.13%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	38	30	20	16	19	13								136
SELECT ONE														0
Total	38	30	20	16	19	13	0	136						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	136	Newcomers (ELLs receiving service 0-3 years)	120	ELL Students with Disabilities	35
SIFE	1	ELLs receiving service 4-6 years	16	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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	120	1	28	16	0	10	0			136
Total	120	1	28	16	0	10	0	0	0	136

Number of ELLs who have an alternate placement paraprofessional: 8

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	8	4	6	5	2								32
Chinese	21	13	13	7	8	6								68
Russian														0
Bengali			1		1									2
Urdu			1			1								2
Arabic														0
Haitian						1								1
French														0
Korean	9	8		3	3	3								26
Punjabi			1											1
Polish														0
Albanian														0
Other	1	1			2									4
TOTAL	38	30	20	16	19	13	0	0	0	0	0	0	0	136

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	5	7	7	3	8	1								31

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)	9	6	2	6	1	1								25
Advanced (A)	16	7	7	10	4	9								53
Total	30	20	16	19	13	11	0	0	0	0	0	0	0	109

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	7	7	3	8	1							
	I	9	6	2	6	1	1							
	A	16	7	7	10	4	9							
	P													
READING/ WRITING	B	5	7	7	3	8	1							
	I	9	6	2	6	1	1							
	A	16	7	7	10	4	9							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	6	1	0	23
4	7	1	1	1	10
5	8	4	1	0	13
6					0
7					0
8					0
NYSAA Bilingual (SWD)	0	0	0	4	4

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	1	6	2	3	0	3	0	24
4	5	3	3	0	1	0	1	0	13
5	5	1	3	2	2	0	2	0	15
6									0
7									0
8									0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	4	0	4

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	0	2	4	1	0	2	11
8									0
NYSAA Bilingual (SWD)	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 Foreign Language				
Government				
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								

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 will this data help inform your 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 passing out followed by scoring Advanced. 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? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Teachers review available data (e.g. LAB-R scores, NYSESLAT scores) and determine the best course of action for each student. Based on this student data, instructional groupings are created so that the most effective instructional delivery may occur. Using raw scores from NYSESLAT 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. 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?

a. 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 3 or 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 ELL-SWDs who exhibit overall academic deficiencies. In terms of Native Language versions of State tests, numbers are too small to generalize. More English- than Native-language versions of tests were taken in Math (37 vs. 9) with a result of 12 scores of 3 or 4 in English but no scores of 3 or 4 in Native language. State testing in spring 2013 was a challenge for all students, not just ELLs.

b. 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. 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We consider the deficits we see in ELL students and consequently apply instructional practices that best meet those needs. RTI team including ESL teachers comes together regularly and reviews students who have been identified by their teachers as students in need of additional support. Both ESL and intervention strategies are implemented to support both ELL and non-ELL students.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Instructional decisions by classroom teachers are guided by frequent and regular input from ESL teachers' knowledge of ELLs, awareness that all four modalities must be considered, incorporation of ESL strategies, differentiation techniques and information brought back to school from ESL Professional Development sessions.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Not applicable to PS 107

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

At P.S. 107, 89% of ELLs are within their first three years of service. The remaining 11% 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); 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 wellrounded 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, especially considering the new demands of the Common Core Learning Standards. Given this, we will improve our instructional practices in order to support the success of our ELLs in academic areas.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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 (teachers or supervisors) 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 assist in conducting an interview with parents in their native language. Languages spoken by our staff include English, Chinese (Mandarin and Cantonese), Korean, Spanish, Hindi, Punjabi, Bengali, Urdu, Farsi (Dari), Arabic, Hebrew, Yiddish, Italian, Polish, 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, 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, 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 parents, and for parents who enrolled their children during the summer months, multilingual morning and afternoon workshops are 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 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, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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 all parents, we hold morning and afternoon workshops with bilingual staff on hand where parents can view the DVD and complete the survey. An agenda and attendance sheet with selections noted is maintained in ESL office. We collect all Parent Survey and Program Selection forms, and enter the information in ELPC in ATS. The forms are then filed in the child's permanent CUM folder. 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, whether at school or on the DOE website, 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 94% 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The spring is an extremely busy time of year for testing. ESL teachers set up a testing schedule for all ELLs avoiding scheduling conflicts, and create check sheets to make sure that all ELLs have taken all four parts of the test. Information about the schedule is shared with classroom teachers via memoranda. ESL teachers consult with Special Education department to ensure that all testing accommodations are in place for ELL-SWDs. Any absences are noted, and makeup sessions are scheduled as early as possible within the testing window.

6. 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.) 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. 

The results of the Parent Choice paperwork indicate that most parents choose the ESL program offered at P.S. 107. 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 2013 there were a total of 22 parental choices for alternatives to the ESL program in the top three home languages in our school (Spanish, Chinese, and Korean). However, the single largest language/program request within the 22 responses was for Dual Language in Chinese (8 responses only). 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.

This year, 43% of parents chose ESL, while 33% chose TBE and 24% chose Dual Language (numbers reflect all grades of K-5, not contiguous groupings). The majority of P.S. 107 parents request our school's ESL program. 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

At P.S. 107, ESL instruction is delivered via the pull-out model. 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 basic program model at

P.S. 107 tends to be homogeneous since we group our students according to grade and proficiency level.

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)?

ESL instruction is delivered by certified ESL teachers in the pull-out model. 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.

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 foster language development and meet the demands of the Common Core Learning Standards.

ESL teachers access grade-level curriculum 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. To meet the demands of the new standards, ESL teachers are focusing on academic vocabulary and text-based responses both oral and written. 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. These non-fiction texts lend themselves to the focus of the instructional shifts.

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

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 ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL teachers are constantly aware of the four developing modalities of all our students. Instruction is guided by the knowledge that we need to assist our students with listening and speaking, not just reading and writing. Our own observations, conference notes and teacher-created assessments combined with Fountas & Pinell running records and city-wide assessments all contribute to our knowledge about our students.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Currently, we have one SIFE at P.S. 107. Our plan makes available all existing support structures that might benefit the student such as Extended Day and small group instruction. ESL teachers share instructional techniques and resources with classroom teachers in order to support students at appropriate levels such as modified grade-level texts, differentiation, modified tasks.

All newcomer 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). At P.S. 107, teachers provide newly-arrived ELLs with more English-proficient 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.

A very small number of P.S. 107's ELLs are receiving services beyond four years (16 students). Ten of these have IEPs and are placed in more restrictive settings (ICT or 12:1:1). Our plan for these students includes Extended Day and Related Services as required by their individual academic needs and IEPs. Small group targeted instruction especially in reading and writing is provided for these students.

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.

Former ELLs receive test accommodations as per New York state mandates. ESL teachers continue to provide classroom teachers with strategies, resources and support for former ELLs who are in their classrooms. Further transitional support is available through the Extended Day program for former ELLs. The Title III Morning Program invites transitional ELLs to participate in order to support them as they prepare for NYS assessments.

7. 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 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, such as scaffolding, building background knowledge and differentiation, are utilized in order to maximize the educational benefit to these children based on their individual learning needs. Grade-level materials are provided with additional support such as deconstructing/reconstructing of text in order to support growth in content-area knowledge. These materials combined with the instructional strategies support English language development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At P.S. 107, all our resources are utilized to deliver appropriate instruction to all students. Small instructional groups are formed by a combination of grade- and proficiency- level, and are scheduled in order to accommodate all mandated services. Scheduling and programming flexibility is also enabled by the various approaches and models we utilize. In addition to self-contained special education classes, we now have ICT classes on almost every grade. When appropriate, we provide for students to be mainstreamed during math and/or Readers and Writers Workshop and provide students with additional supports such as SETTS services. ESL strategies and materials are shared with all other providers of instruction in order to assist in all students making maximum gains and growth.

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	45 minutes per day	45 minutes per day	45 minutes per day

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

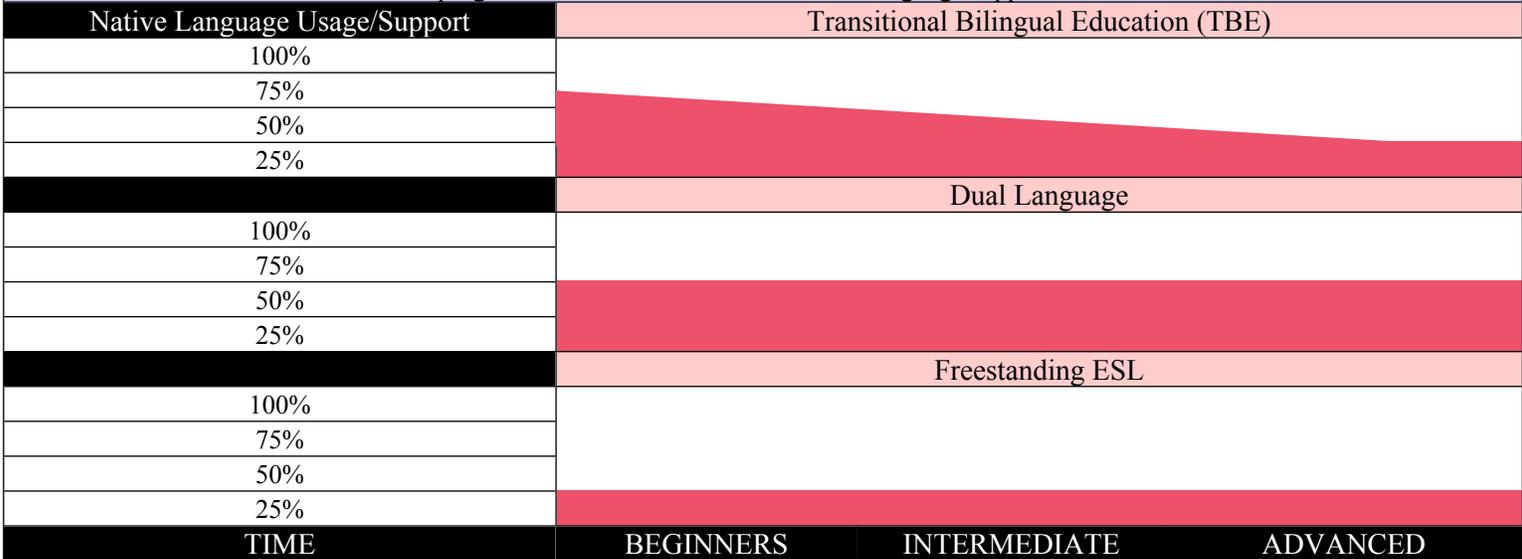
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We are confident that our program is effective and base this on the data which show that our students have made great strides in overall proficiency. At our school, 89% of ELLs are within their first three years of service, and over half of these have scored Advanced on the most recent NYSESLAT.

In order to meet the needs of our ELLs in content and language development, we first look at the various quantifiable assessment data to gauge different factors. Some of these factors include overall language proficiency levels (results of LAB-R and NYSESLAT); reading levels (results of Fountas and Pinnell assessments) and content area knowledge (results of NYS ELA, Math, Science and pre-assessment benchmark 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 wellrounded picture of our ELL population. Formative and summative data inform our decisions in how to place students in appropriate groupings, what to focus on in instruction and how to continue to best meet their needs.

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

P.S. 107 continues to utilize the Imagine Learning English software program for use with our upper-grade 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 addition, we use 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 use the program at home after school, over the summer, and during school breaks. We see gains in literacy skills such as letter identification, letter-sound correspondence and other phonics skills. This year, we are considering adding additional academic intervention and support for our ELLs in the form of a morning or afternoon program to develop language and academic skills, pending current budget review.

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

Our self-contained first-grade ESL class has been discontinued this year in order to expose our English Language Learners to a broader range of English-proficient peers.

13. 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, GO 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, a conflict-resolution program, peer mediation program, dance club, instrumental (strings) club, two glee clubs,

a chess club, recorder sessions, computer and library squads, and morning monitors. Supplemental services offered only to ELLs are provided by Title III funding in the form of a before-school academic morning program and an afternoon program that includes parents and other family members of ELLs (Open Doors Workshops 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.

14. 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.

15. 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.

16. Explain how the 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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout 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 provide bilingual picture dictionaries and NYSED math and science glossaries as appropriate. Newly-identified ELLs are enrolled in the appropriate computer program and their teachers supplied with beginner packets of activities (colors, days, etc.)

18. What language electives are offered to ELLs?

Not applicable.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. 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 and three paraprofessional workshops during the year. In addition, there will be twenty Teachers College staff development days, with ten sessions for upper grades and ten sessions for lower grades. These staff developers take into consideration our ELL population and provide strategies, scaffolds and support to our staff so our students can be successful. A major focus for professional development this year is providing access and entry points for all students to the curriculum through the classroom environment. ESL teachers support other personnel in this schoolwide focus by providing environmental support strategies in the form of visual aids, 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. ESL teachers attend various professional development training sessions throughout the year. This includes ELL Liaison/Instructional Lead Meetings, and training provided by The Office of English Language Learners. These sessions are solely focused on engaging ELLs and providing access to the Common Core Learning Standards. Information and strategies learned from these workshops and trainings are then shared at P.S. 107's Instructional Lead meetings, where lead representatives from each grade can then circulate and implement these ESL strategies and techniques among their grade level teams.

3. 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 guidance counselor and middle school personnel who make inquiries about P.S. 107 graduates coming to their schools.

4. On Professional Development days, ESL teachers present strategies for teachers to use to support ELLs in their language acquisition and content area learning, for example conversation cards, deconstruction/reconstruction of text, and use of graphic organizers. ESL teachers also present during lead teacher meetings, faculty conferences, grade meetings and Inquiry Team. ESL teachers attend Professional Development offered by the Office of ELLs and CFN 204, and information is turnkeyed to building staff. PD attendance records are available from our school administrators. Records of outside PD are maintained by the ESL teachers in the ESL department.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 contribute their time and energy to many projects that benefit our school and school community. The PTA board is a microcosm of our school in diversity of culture and language. Our school lobby has a P.S. 107 Family bulletin board covered with photographs of our children and families participating in our many parent involvement activities. 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 GO Math, Open Doors ELL (parents & children workshops), Bullying Prevention, Preparing for New York State tests, Family Craft Night, Effective Parent-Teacher Conferences, Understanding ARIS, Movie Night, Candyland, Adult Book Club, Parent and Child Book Club, and Parent ESL classes for beginners and intermediate learners. P.S. 107 also holds workshops on Saturdays, such as Daddy and Me, Build-A-Kite, and Family Fun Morning. We also make two trips per year, one to Carnegie Hall and one to Cirque du Soleil/CitiField. This year, P.S. 107 has received a grant from the Center for Arts Education: Parents as Arts Partners, specifically for Kindergarten ELLs with the goal of increasing language and vocabulary, and building community. 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 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 Center for Arts Education as well as the Queens public library, Queens Museum of Art, Queens Historical Society and Urban Park Rangers to create opportunities for student and family involvement in our P.S. 107 school community.

3. How do you evaluate the needs of the 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. Our Parent Coordinator is available in front of the school every morning at arrival, and enjoys many conversations with our school community, answering questions and disseminating information. 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?

We address the language, curricular, parenting and community needs of all families in the P.S. 107 community. All languages, cultures and experiences are honored. Our parents 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 95% 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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: <u>Thomas A. Dooley</u>		School DBN: <u>25Q107</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lori Cummings	Principal		12/9/13
Patricia Howell	Assistant Principal		12/9/13
Ourania Malandrakis	Parent Coordinator		12/9/13
Elizabeth Watts	ESL Teacher		12/9/13
Karen Chau	Parent		12/9/13
Jean Clinton / ESL	Teacher/Subject Area		12/9/13
Natasa Mijatovic / IEP	Teacher/Subject Area		12/9/13
	Coach		12/9/13
	Coach		12/9/13
Nora Tomei	Guidance Counselor		12/9/13
	Network Leader		12/9/13
Barbara Kessler	Other <u>Speech Teacher</u>		12/9/13
Denise Smith	Other <u>SAF</u>		12/9/13
	Other		12/9/13
	Other		12/9/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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 which may be different than the child's. The child's language is captured in ATS. But ESL teachers keep records of parents' preferred language of communication, and we share this information with Parent Coordinator and other personnel. We utilize this information throughout the school 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.

According to the RPOB report in ATS, 56% of our students have a home language other than English. Of those students, 35% are from Chinese homes, 28% from Korean, 27% from Spanish, and 9% from other low-incidence language backgrounds. The major finding is that most parents and children share the same language other than English. However, many of these families are bilingual and do not require translation services. The SLT, PTA, parent coordinator, and teachers report these findings back to the community. In addition, a notice concerning translation services is printed in our bi-monthly PTA newsletter The Guidepost. Translation services are available to any and all families who need them.

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, funds provided for the translation of documents, 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, 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 the NYC DOE Translation & Interpretation Unit. Parent and staff volunteers provide translations when necessary on an immediate needs basis. This contributes to building a strong sense of community. We also use the translation phone service when needed.

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>	