



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PUBLIC SCHOOL 107 X-
DBN (i.e. 01M001): 08X107
Principal: KATHERINE HAMM
Principal Email: KHAMM2@SCHOOLS.NYC.GOV
Superintendent: TIMOTHY BEHR
Network Leader: MS. ROXAN MARKS

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
Katherine O. Hamm	*Principal or Designee	
Celica Rivera	*UFT Chapter Leader or Designee	
Elizabeth Mundo	*PA/PTA President or Designated Co-President	
Andrea Hinnatt	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nadine Martin	Member/ Parent	
Sharon Spencer	Member/ Staff	
Evelyn Balance	Member/ parent	
Sharmaine Figueroa	Member/ parent	
Jaqueline Kirchman	Member/ parent	
Charmine Evans	Member/ parent	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
----------	---

School Information Sheet for 08X107

School Configuration (2013-14)					
Grade Configuration	PK,OK,01,02,03,04,05	Total Enrollment	510	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	60	# SETSS	N/A	# Integrated Collaborative Teaching	53
Types and Number of Special Classes (2013-14)					
# Visual Arts	20	# Music	19	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	89.1%	% Attendance Rate			90.0%
% Free Lunch	93.5%	% Reduced Lunch			2.9%
% Limited English Proficient	11.0%	% Students with Disabilities			19.8%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			43.4%
% Hispanic or Latino	53.6%	% Asian or Native Hawaiian/Pacific Islander			1.8%
% White	1.0%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.73	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			10.0%
% Teaching with Fewer Than 3 Years of Experience	17.5%	Average Teacher Absences			8.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.4%	Mathematics Performance at levels 3 & 4			7.4%
Science Performance at levels 3 & 4 (4th Grade)	74.4%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
One of the strengths was that we engaged the entire community in offering additional learning time and learning opportunities for our students. Through partnerships with outside organizations we supported our students' continued growth in the area of mathematics, English and technology. There was an increase in attendance as well. There was a decrease in student bullying and physical fights. Furthermore the school offered several opportunities for families to engage in learning opportunities offered by the school. 64% of the students made progress in ELA; 84% of the lowest third made progress in ELA. In Mathematics, 56% made progress; 82% of the lowest third made one year's progress. 39% of our ELLs made one year's progress; 61% of SWDs made progress in ELA. In Mathematics 24% of ELLs and 54% of SWDs made one year's progress.			
Describe the areas for improvement in your school's 12-13 SCEP.			
We recognize the need to be more focused in providing differentiated instruction. In the feedback we provide to teachers about pedagogical practices and by using data strategically to monitor and support student progress towards achieving grade level standards in ELA and mathematics.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
One of the challenges was the capacity of the existing staff members to provide the level of professional development necessitated by our rigorous goals for improvement. Without the support of in-house instructional coaches, the task of building capacity across the school was tremendous. Whereas the school was able to make gains with our lower third of students, the professional development did not meet the needs of teachers to provide rigorous instruction to enhance the learning of our high-performers.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We were 80% successful in implementing our goals. In the areas of attendance and improving social-emotional behavior we were most successful. We were also highly successful in building partnerships with our families. We have more work to do given that the number of students reaching grade level standards falls below our expectations.			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	X
If all the goals were not accomplished, provide an explanation.			
The school had set many admirable goals for 2012-13 and we continue working to refine those goals and improve student achievement.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?		Yes	x

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
During the school year 2013-14, we are using new curriculum materials for ELA, math, science and social studies aligned with the common core curriculum. While the instructional materials are new to teachers, we are also implementing Charlotte Danielson Framework to evaluate all of our teachers, Teacher Evaluation for effectiveness. We are experiencing a significant learning curve.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
After we conducted a thorough data analysis on our student performance for 2012-13 NYS ELA and math assessment, we identified that the performance of following subgroups need to be strengthened: Hispanic, Black, ELL, and Students with Disabilities, despite of the fact that 80% of our students have made one-year progress. Our targets are:			
<ul style="list-style-type: none"> • By June 2014, we will reduce the number of level-one students on NYS ELA assessment by 10% and increase the number of students scored at level-two by 5% and level-three by 5% compared to 2012-13 assessment results. • By June 2014, we will reduce the number of level-one students on NYS mathematics assessment by 10% and increase the number of students scored at level-two by 5% and level-three by 5% compared to 2012-13 assessment results. 			
Describe how the school leader(s) will communicate with school staff and the community.			
On June 2013, the school leader(s) utilized our schoolwide professional development day to articulate to the entire staff how the school performed in the previous year and why the school was identified as a priority school. On September 2013, the school leader utilized a faculty conference to share with school staff and the community how our students performed in the 2012-13 NYS ELA and Math assessment. Again, in November 2013, the school leader shared the school progress report and			

quality review with staff and SLT members. Currently, these two reports are posted on the school portal. Moreover, the school leader articulated her vision to her school staff and the community, "P.S. 107's mission is to transform students' educational experience by elevating their academic experience and nurturing their social emotional needs through embracing their diverse learning styles and actively developing parent-community partnerships." She also informed her staff and the community that currently the school is under whole school reform.

Describe your theory of action at the core of your school's SCEP.

In the school year 2012-13, our staff acknowledged that there is an urgency to improve our student achievement and it requires the collaboration of the entire staff. This school year, 2013-14, we are ready to substantiate our gains from 2012-13 and focus on reading and writing complex texts across the curriculum areas and strengthen our students' skills in problem solving and writing explanation.

Describe the strategy for executing your theory of action in your school's SCEP.

The school leader will share the data analysis with school leadership team and staff members. Collectively, we will develop a common ground to identify the areas that need to be strengthened. Afterwards, the SCEP will be shared with entire community. In the monthly school leadership team meeting, we will evaluate our implementation and progress. More importantly, the school leader was able to secure a 2-million dollars grant for OST program for five years started from the last year. The grant enables us to provide many enrichment activities and ensure that we address not only academic needs but also social and emotional needs for our students. Moreover, we are able to secure coaches to provide on-going professional development for teachers and meet their diverse pedagogical needs.

List the key elements and other unique characteristics of your school's SCEP.

In addition to the strategies that we mentioned above, we continue to address student needs, teacher needs, and embrace family and community engagement. We like to sustain our progress and continue implementing common core curriculum. In addition, we value the feedback/comment from our superintendent and the most recent 2012-13 quality review. In our SCEP, we are trying to address his comment and continue expanding the utilization of data to inform instruction and practices.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We will share our SCEP with our school community and staff. In our monthly SLT meeting, we will review our goals and evaluate our progress. Our school leadership team members will increase their role in active engagement in SCEP writing and evaluation.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- Ensure that classroom instruction and learning activities provide appropriate challenges for student achievement levels to produce meaningful work products.

Review Type:	Quality Review	Year:	2012-13	Page Number:	5	HEDI Rating:	D
---------------------	----------------	--------------	---------	---------------------	---	---------------------	---

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision	X	2.3 Systems and structures for school development
2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Our teachers will expand the use of explicit modeling in implementing the new Common Core curriculum as evidenced by 90% participation of all teachers including ELL and SWD specialists in inter-visitations and other professional development tailored to improve their pedagogy.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. School Leader recruited and selected ELA and math coaches with diverse backgrounds and special skills to meet the needs of all teachers (2.3).
2. Block scheduling affords the opportunity for daily common planning, including weekly vertical meetings with special education department (2.3)
3. School leader collaborates with Children First Network 401 to build leadership capacity through professional development, regular communication and on-site visitations to provide feedback on systems, practices, and monitoring progress toward goals (2.5)
4. Grade level teacher teams meet weekly, following an agreed upon agenda, to assess and discuss student work (2.5).
5. An inquiry team meets regularly to track the success of and determine strategies to meet the needs of the lowest third of the student population (2.5)
6. The school leader mobilizes coaches for professional development, planning, modeling and individualized support based on administrator observational data and records (2.5)

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

1. School leader, Coaches
2. School leader, Special Education Teachers, Classroom Teachers
3. School leader, SESIS from CFN 401, Classroom Teachers, Achievement Coaches from CFN
4. School leader, Classroom Teachers
5. School leader, Coaches, Classroom Teachers
6. School leader, Coaches, Classroom Teachers, Outside Consultants

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

1. Model Lesson Observations, Feedback forms, Biweekly meetings with school leader
2. Meeting Agendas, protocols, reflection sheets
3. Teacher observation data, Feedback from principal evaluation, school wide assessment data, professional development attendance rates
4. Meeting agendas,

D. Timeline for implementation and completion including start and end dates
1. September-June
2. September-June
3. September-June (SEISIS)
4. September-June
5. Monthly September-June
6. September-June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No P/F Funds
2. No P/F Funds
3. Teacher Per Diem 15 Teachers at 15 days each, total 225 days
4. No P/F Funds
5. No P/F Funds
6. Teacher Per Diem 3 teachers at 3 days each, total 9 days

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA	x	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
SIG Grant											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
X	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Improve coherence and alignment of school curricula and the Common Core Learning Standards and instructional shifts to ensure that all students are cognitively engaged and make progress in their learning.											
Review Type:	Quality Review	Year:	2012-13	Page Number:	5	HEDI Rating:	D				

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
x	3.2 Enact curriculum	X	3.3 Units and lesson plans							
x	3.4 Teacher collaboration		3.5 Use of data and action planning							

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
To improve and increase Mathematics and English Language Arts skills in grades 3-5 as evidenced by improved performance on NYS ELA and Math exams, so that by June 2014, student performance at level 3 or 4 will increase by 10% on the NYS ELA and Math Exams.										

Instructional Strategies/Activities

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

<p>A. Strategies/activities that encompass the needs of identified subgroups</p> <ol style="list-style-type: none"> 1. Core curriculum programs are strategically supplemented with guided and independent reading to meet the diverse needs of all students (3.2) 2. Teachers receive professional development both in the school with consultants and outside through citywide opportunities; they turnkey for colleagues to promote the implementation of Common Core shifts, new programs and technology so all teachers are better prepared to meet the demands of implementing the more rigorous curriculum (3.2) 3. <i>Jump Math</i>, supplementary intervention program, has been implemented to target those students in grades 3 through 5 who are not yet fluent with basic math skills (3.2) 4. Daily schedule was adjusted to provide extra support to help students help support meet the new math expectations implementing the more rigorous curriculum (3.2) 5. Teachers use a variety of summative assessments including DRA2, running records, and performance tasks and use the Analyzing Student Work protocol to make informed decisions about instruction and measure student progress in meeting content standards (3.3) 6. Students are provided open access to computer labs for research and practice using programs such as iready, mimeo, v-math live and think central to enhance and differentiate core instruction in literacy and math (3.4) 7. Teachers in grades 2 and 3 are participating in the Visual Thinking Strategies program, which uses original works of art to engage students in an inquire based discussion that promotes critical thinking, reasoning and building on the ideas of others. (3.4)
<p>B. Key personnel and other resources used to implement each strategy/activity</p> <ol style="list-style-type: none"> 1. Classroom Teachers, Coaches, Consultants from <i>Go Math</i> and <i>Core Knowledge, Read Consultants, Educate LLC</i> 2. Classroom Teachers, Coaches, Consultants, Network Staff 3. Classroom Teachers, Coaches, Consultants from <i>Jump Math</i> 4. School Leader, Classroom Teachers 5. Classroom Teachers, Coaches, MoSL Specialist from Cluster, Data Specialist 6. School Leaders, Classroom Teachers, Technology Specialist, Technology Assistant 7. Classroom Teachers, VTS trainers
<p>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</p> <ol style="list-style-type: none"> 1. Survey data, student assessment scores 2. Survey data student assessment scores 3. NYS math assessment data, student fact fluency 4. NYS math data, periodic assessment scores, unit assessment scores 5. F&P levels, running record scores, informal assessment data, NYS ELA scores 6. Student progress on program assessments, unit assessments, NYS ELA and Math assessments 7. NYS ELA data, anecdotal records from student conversations
<p>D. Timeline for implementation and completion including start and end dates</p> <ol style="list-style-type: none"> 1. September – June ; EDUCATE LLC March to June 2. September – June as scheduled 3. September – June 4. September – October – first weeks of school 5. September – June 6. September – June 7. 3 times scheduled throughout the year, October- May
<p>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</p> <ol style="list-style-type: none"> 1. Educational Consultants fees, 3 days per week 30 plus weeks : Educate LLC fees, @16 days total 2. Teacher Per Diem 5 Teachers @ 3 day each, total 15 days; Educational Consultant fees 5 days

- 3 Supplementary Instructional supplies for 200 students plus teacher guides
- 4 No P/F Funds
- 5 No P/F Funds
- 6 No P/F Funds **Supervisor will be paid via SIG FUNDS for supervising enrichment programs, monitoring attendance, instruction and offering professional development.**
- 7 Teacher Per Diem 9 Teachers @ 3 day each, total 27 days

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
SIG Grant											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs	X	PF RTI		X	PF Supporting Great Teachers & Leaders					

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
Expand the collaboration with the various teacher teams and the administration to gather and analyze data on student learning outcomes prioritizing areas of need for classroom, grade and school level (Page 5)										
During classroom instruction teachers are not consistently reviewing student notebooks, or having students complete exit slips to determine skill and content progress and mastery. Consequently the lack of timely and inconsistent instructional modifications to address the specific and unique learning needs of all students having difficulty with vocabulary, number sense and operations, thereby, limiting student progress. (Page 6)										
Review Type:	Quality Review	Year:	2012-13	Page Number:	5-6	HEDI Rating:	D			

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
X	4.2 Instructional practices and strategies					4.3 Comprehensive plans for teaching				
	4.4 Classroom environment and culture				X	4.5 Use of data, instructional practices and student learning				

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
By June 2014, 70% of teachers will receive a rating of Effective (HEDI scales of Danielson Teachers Effectiveness) at using assessment in instruction.										

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Teachers and coaches work together to develop curriculum maps, lessons and tasks/assessments that are aligned with Common Core Standards and New York City core curriculum (4.2)										
2. Teachers that provide Special Education services receive additional professional development and support from the Special Education School Improvement Specialist that is part of the CFN 401 team (4.2)										
3. The school leader implemented daily 100 minute literacy and math blocks in which teachers provide whole group and guided instruction as well as										

independent practice to meet the needs of all learners (4.2)

4. Coaches provide teachers with professional development in providing students with multiple entry points and scaffolding using Universal Design for Learning (4.2)
5. Teachers engage in numerous data conversations based on content strand analysis of summative, formative, and baseline data (4.5).
6. ARIS and STARS data is available for teacher use to inform their lesson planning decisions and choice of instructional strategies to meet student needs (4.5)

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

1. Teacher teams, coaches
2. Teachers, SESIS
3. SETSS Teacher, Classroom Teachers
4. Coaches, Teachers
5. School Leader, Assistant Principal, Teachers
6. Teachers, School Leader, Coaches, Data Specialists

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

1. NYS Assessment data in ELA and Math, Performance task, informal assessment data
2. Student data for special education students
3. Lesson plans, NYS assessment data, unit assessment data
4. Lesson plans, student progress data, informal assessment data, unit assessment data
5. Teacher performance data, student informal data, NYS assessment data
6. Lesson plans, unit assessment data, NYS performance data

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

1. August – June
2. SESIS visits regularly throughout September – June
3. Built into schedule August; implemented September – June
4. September – June
5. At regular intervals, September – June
6. Ongoing, September – June

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

1. No P/F Funds
2. No P/F Funds
3. No P/F Funds
4. Teacher Per Diem 9 teachers at 4 days each , total 36 days
5. Professional Development with teachers 20 days
6. Teacher Per Diem 2 teachers at 3 days each, total six days

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	X	Grants
---	--------------	---	----------	----------	-----------	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

SIG Grant

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	x	PF Common Core
	PF Inquiry Teams	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

We want to continue to make progress in this area. As stated in the QR: "These extended classroom learning initiatives have resulted in occurrences being reduced at the school from 46 (September 2011-January 2012) to 22 (September 2012-January 2013). Attendance to date has improved from 90.1% to 91.7%."

Review Type:	Quality Review	Year:	2012-13	Page Number:	3	HEDI Rating:	D
---------------------	----------------	--------------	---------	---------------------	---	---------------------	---

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, increased student participation in afterschool programs (focusing on enrichment, interest based-activities, and team building) will result in evidenced by an increased school attendance rate.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. A social worker, guidance counselor and members of the child study team collaborate to set goals and provide interventions for students to ensure their academic and emotional needs are being met (5.2)
2. ROCKETS Specialists (D.C. 37 staff members) and classroom assistants from the Catapult Learning Organization collaborate with teachers and school leaders to target students' specific academic, social and emotional needs (5.3)
3. The Humane Education Advocates Reaching Teachers (HEART) program provides specialists who collaborate with classroom teachers to teach students about human rights, civic responsibility, animal protection and environmental ethics to develop students' compassion, tolerance, integrity, and leadership skills (5.3).
4. Monitoring daily attendance is an integral part of our wellness initiative to increase students' academic success by increasing actual learning time, and students are rewarded for 100 percent monthly attendance with special events such as breakfast with the principal and participation in a holiday party (5.4)
5. The Child Study Team (Principal, Assistant Principal, School Psychologist, School Social Worker, I.E.P Teacher, Guidance Counselor, Speech Teachers, and ESL Teacher) focuses not only on formal evaluations but also on discussions of children who are exhibiting varying difficulties (5.4).
6. The School Intervention Team connects all of the school's student services, facilitates the sharing of data and advice, addresses individual student needs, accesses resources outside the school and develops prevention programs (5.5)

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

1. Social worker, guidance counselor, SETSS Teacher, Speech Teacher and Speech Pathologist, Occupational Therapist
2. DC 37 Staff Members, Catapult Teaching Assistants, Teachers, School Leaders
3. HEART specialists, classroom teachers

4. School Leader, Parent Coordinator, Family Worker, Attendance Aide
5. SBST members, School Leader, classroom teachers
6. SIT Team
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Behavioral data, attendance data
2. Behavioral data, attendance data, assessment scores
3. Behavioral data
4. Attendance data
5. Behavioral data
6. Behavioral data, attendance data
D. Timeline for implementation and completion including start and end dates
1. Ongoing, September – June
2. September – June
3. September – June
4. Attendance monitored daily, weekly and monthly
5. Child Study Team meets regularly, September – June
6. September – June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No P/F Funds
2. No P/F Funds
3. No P/F Funds
4. Students incentives at minimum cost for up to five hundred students i.e. <i>awards, trips and/or books.</i>
5. No P/F Funds
6. Teacher Per Diem 3 teachers at 4 days each, total 12 days

Budget and Resource Alignment

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

x	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
----------	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

SIG Grant, OST

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- We want to continue to further strengthen the home/school partnership. Although the QR from 2012-13, p. 3 states: Planned meetings with the principal enable parents to voice concerns and to have the opportunity to participate in hands-on workshop activities in order to learn about the school's instructional and behavioral intervention programs and their impact on students" results from the most recent NYC School Survey/Learning Environment Survey (LES) completed by parents show room for improvement in this area. LES, p. 6: "How often have you been invited to an event at your child's school (workshop, performance, program, etc.): 32% of respondents answered "2 times or fewer." In addition, p. 6 of LES, 20% of parents disagreed with the following statement: "My child's school communicates to me and my child what we need to do to prepare my child for college, career and success after high school."

Review Type: Quality Review, School Survey	Year: 2012-13	Page Number: 3 for QR, and 6 for school survey	HEDI Rating: P
---	----------------------	---	-----------------------

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Our goal is to establish a robust home-school partnership as evidenced by monthly communication letters about student progress and at least 5 opportunities for parents to learn about how they can support student growth in all content areas.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Parents receive monthly communication letters from teachers to update them on their child's academic progress toward specific goals and objectives (6.2)
2. The PTA and SLT provide forums for parents, staff and school leadership to share information and ideas about how to support student learning and improve the school environment (6.3)
3. The parent coordinator provides parents with multiple opportunities to voice concerns through inquiry letters and meetings (6.3)
4. New York Cares supports Saturday Tutorial & ESL Workshops for Parents and sponsors family night where volunteers engage with children and parents in one-to-one and small group settings to support learning in fun and creative ways.
5. Local Citibank representatives conduct consumer math parent workshops four times a year to teach parents about connections to real world math

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

1. Teachers, Parent Coordinator
2. PTA, SLT, School Leader
3. Parent Coordinator, School Leader
4. New York Cares Volunteers
5. Parent Coordinator, Teachers

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

1. Student progress toward goals, student report card scores, assessment data
2. Parent survey data, student assessment data
3. Parent survey data
4. Parent attendance, parent survey data
5. Parent surveys, student math performance data

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

1. Monthly communication, September – June
2. Regularly scheduled meetings – September – June
3. Ongoing, September – June
4. At planned intervals throughout the September – June school year
5. Four times a year within September – June time period.

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

1. General supplies for monthly communication for teachers/ parents
2. No P/F Funds

- 3. No P/F Funds
- 4. No P/F Funds
- 5. No P/F Funds

Budget and Resource Alignment

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

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	--	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

SIG Grant

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

Vision: P.S. 107's vision is to transform students' educational experience by elevating their academic experience and nurturing their social emotional needs through embracing their diverse learning styles and actively developing parent-community partnerships.

By June 2014, P.S. 107 will complete our transformation model that all students will have increased learning time and continued engagement of families and partnerships to enhance student learning.

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

• **Data-Driven Instruction/Inquiry (DDI).**

Teachers will share and systematically using data to guide instructional changes. In the classic profile schools, the use of data appeared to be especially transparent and was credited with playing a role in the rapid improvement in student outcomes. Teachers will use results from weekly benchmark assessments in core content areas to identify students for participation in an after-school extended day and a Saturday academy.

NYCDOE conducted an extensive review of over 20 sets of curriculum programs/textbooks in order to identify strong Core Curriculum materials that align to the Common Core Learning Standards (CCLS) and promote the shifts of the Common Core in ELA and mathematics. Following a review of our instructional gaps, P.S. 107 will adopt the following rigorous, high quality core curricula and instructional materials that focuses on critical thinking, performance task mastery, and communication skills needed for student academic success:

Core Knowledge. P.S. 107 will adopt the Core Knowledge curriculum in Kindergarten through grade 2. Important in the selection of Core Knowledge is its strong alignment to the NYSED CCLS and its strong foundational skills component that follows a deliberate and specific sequence. This curriculum also has a strong alignment to the CCLS instructional shifts—characterized in ELA by an intense focus on complex, grade-appropriate non-fiction and fiction texts that require the application of academic vocabulary and other key college and career readiness skills; and in math by a focus on fewer, more central standards so that core understandings can be built and linkages between mathematical concepts and skills can be made. P.S. 107 plans to merge its use of guided and independent reading with Core Knowledge.

Expeditionary Learning: P.S. 107 will adopt the Expeditionary Learning curriculum in grades 3 through 5. Important in the selection of Expeditionary Learning is its strong alignment to the NYSED CCLS and instructional shifts. This curriculum also builds content connections with New York State Scope and Sequences for social studies and science. Included are culminating performance-based assessments as well as formative and mid-unit assessments that build to the culminating assessments. The curriculum also offers guidance for scoring and co-constructing rubrics with students. Lessons are organized around learning objectives aligned with the CCLS, and there is a clear learning progression within and across the units. Particularly helpful for novice as well as accomplished teachers are the scripted lessons, which include information regarding rationale for instructional moves.

Go Math: GO Math! is specifically written to provide thorough coverage of the CCSS with an emphasis on depth of

instruction. Particular attention was given to providing support for teachers as they transition to a focused, rigorous curriculum.

P.S. 107 plans to continue utilizing the Workshop Model for continuity in the establishment of rituals and routines for seamless classroom instruction and active engagement. P.S. 107 staff is currently engaged in reviewing and revising curriculum maps to incorporate instructional technology applications and CCLS-aligned real world connections/experiences. A supplementary intervention program will be implemented to teach foundation skills to those students in grades 3 through 5 who are not yet fluent readers. In addition, the school will continue to utilize FOSS and Delta Education in the area of science which encourages inquiry/problem based learning experiences.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

P.S. 107’s current key partnerships include:

- **Children First Network:** Internal NYC Department of Education school support organization that provides instructional, operational, and administrative services to P.S. 107
- **ASPIRA of New York:** Through its Out of School Time (OST) program, fosters the development of social and emotional skills with enrichment activities that engage young people with content that focuses on prevention, early intervention, community development, academic enrichment and youth empowerment strategies.
- **New York City Cares:** Sponsors a Family Science and Literacy Night where volunteers engage with children and parents in one-to-one and small group settings to support science enrichment and literacy in fun and creative ways.
- **KnowledgeTrust:** Supports and promotes “An *Inquisitive Community, Quality of Life, and Story and Info Exchange*, through such projects as Maker Kids—where students in grades 3-5 are exposed to science, technology, engineering and math through making and invention.
- **Visual Thinking Strategies:** Supports teachers in open-ended, highly structured, and student-centered discussions of visual art that engages students in a rigorous process of examination and meaning-making.
- **Cambridge Education LLC:** Provides professional development that supports the effective capacity-building of P.S. 107’s professional learning communities and peer collaborations.
- **Metamorphosis Teaching Learning Communities:** Helps build robust capacity in mathematics through content-focused coaching and other professional development and coaching sessions.
- **Read Alliance:** Fosters individual literacy by addressing the lack of early language and literacy experiences, enabling our kindergarten and first grade students, regardless of their baseline levels, to master grade level skills in phonics and fluency.
- **Turnaround for Children:** Strives to fulfill the promise of public education by helping high-poverty, low-performing public schools create positive learning environments that foster healthy intellectual, social, and emotional growth in every student.
- **Every Parent Influences Children (EPIC):** Provides support in the implementation of research-based family engagement strategies to increase student achievement.
- **Literacy First** A research-based, systematic, systemic and comprehensive reform process that accelerates reading achievement of all student. Helping families, schools, and communities raise children to become responsible and capable adults.

C. Identify the target population to be served by the ELT program.

1. All students are eligible to participate in ELT program. The students who could not attend can participate in on line enrichment programs, such as I-Ready, V-Math Live, and Mimeo.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century		Tax Levy	X	Title I SWP		Title I TA	X	Title I PF		C4E
	Title III	x	Title I SIG		PTA Funded	x	Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.

- **Stem Garden** has dramatically increased our students' desire to attend school. Our focus on becoming a STEM school partnering with the Maker Kids Foundation, Knowledge You Can Trust Foundation, community leaders, and parents. This collaboration serves to leverage internal and external resources that strongly impact the academic, social/emotional developmental health of students. Our students presented their prototype for an energy capturing scooter at Maker Faire on Saturday, September 21st. A gear on the axle connects to a gear on a hand crank generator. When the scooter is ridden, the axle spins the gears and produces energy that recharges a battery for a portable digital device. See the link: <http://www.maker-kid.com/>
- **KnowledgeTrust**: Supports and promotes "An Inquisitive Community, Quality of Life, and Story and Info Exchange, through such projects as Maker Kids—where students in grades 3-5 are exposed to science, technology, engineering and math through making and invention.
- **ASPIRA of New York**: Through its Out of School Time (OST) program, fosters the development of social and emotional skills with enrichment activities that engage young people with content that focuses on prevention, early intervention, community development, academic enrichment and youth empowerment strategies. In partnership with our OST provider, ASPIRA, our students will be afforded additional extended learning time totaling to 1,020 hours annually which will include holidays and summer vacation. In collaboration with ASPIRA, students will be afforded learning activities such as inquiry based learning and recreational activities such as sports, dance, drama and learning to play instruments.
- **Saturday Academy 3**: Students in Grades 1, 2, 3, 4, and 5 are invited to participate in this academy, in addition all hold overs are invited
- **Scholars Prep Academy**: This academy opens to students in grades 3, 4, and 5 on Tuesday, Wednesday, and Thursday.
- **Stars Prep Academy**: This academy opens to eligible students in grades 3, 4, and 5 on Monday and Friday, focus on ELL & SPED & lowest third.
- **Junior Stars Academy**: This academy opens to eligible students in grades K and 1 on Monday and Friday.
- **Read After School Program**: This program opens to eligible first graders on Tuesday, Wednesday, and Thursday.
- **Catapult Learning Program**: Achievement Coaches "push into" selected classes to support daily instruction of our most needy students on Monday through Thursday.
- **Literacy Tutor Program**: This program invites eligible students who are assigned to attend Tuesday and Thursday.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

The school leaders coordinate and schedule students for these programs. The principal will meet with program-in-charge to assess and discuss the progress and needs.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Our vision is to transform students' educational experience by elevating their academic experience and nurturing their social emotional needs through embracing their diverse learning styles and actively developing parent-community partnerships. We are implementing our transformation model that all students will have increased learning time and continued engagement of families and partnerships to enhance student learning.

- With key partners mentioned above, our students will have opportunity to develop their social skills and engaged in more enriched hands-on learning activities. See the link below: <http://www.maker-kid.com/>

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

KnowledgeTrust: Supports and promotes "An Inquisitive Community, Quality of Life, and Story and Info Exchange, through such projects as Maker Kids—where students in grades 3-5 are exposed to science, technology, engineering and math through

making and invention.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Since there are many programs available to our diverse learners, we matched our student needs and their learning style with strengths of the program can offer.

D. Are the additional hours mandatory or voluntary? **Mandatory** **Voluntary**

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

The school is receiving SIG grant.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

In classrooms, teachers are providing Tier-I intervention. Additionally, the school has RTI and Child Study Team that provide additional support to the students who need it. Above all, we provide a full spectrum of programs and choices to elevate our student learning and meet their social and emotional needs.

G. Are you using an ELT provider procured using the MTAC process? **Yes** **No**

H. Describe how you are evaluating the impact of the ELT program on student achievement.

We utilize various instruments and tools to evaluate: Please see the link for our attendance rate:

<https://reports.nycenet.edu/Cognos84sdk/cgi-bin/cognosisapi.dll>

	13-Dec	13-14
<u>PRE-KINDERGARTEN</u>	89.50%	95.77%
<u>KINDERGARTEN</u>	90.35%	91.46%
<u>GRADE 1</u>	88.93%	93.98%
<u>GRADE 2</u>	88.81%	92.98%
<u>GRADE 3</u>	90.06%	92.69%
<u>GRADE 4</u>	94.35%	95.60%
<u>GRADE 5</u>	91.81%	95.46%
<u>INTEGRATED</u>	89.41%	91.37%
<u>OTHER SPECIAL ED. SERVICES</u>		
08X107 - [P.S. 107]	90.32%	93.26%

In addition, we utilize student engagement, suspension data, occurrence report , etc.

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.)
ELA	In classroom, teachers will provide tier – I intervention, reading in small group, writing response, interactive writing, writing across curriculum areas	Small group, AIS teachers, SETTS, ESL classroom, tutoring, push-in or pull out depending on student needs	During the school day additionally Extended Day Program for grade 3, 4 &5 (3 Days Per week) Saturday Academy for Grades 1,2,3, 4 & 5
Mathematics	In classroom, teachers will provide tier – I intervention, additional support will be provided to the students who need support for extended responses	Small group, AIS teachers, SETTS, ESL classroom, tutoring, push-in or pull out depending on student needs	During the school day additionally Extended Day Program for grade 3, 4 &5 (3 Days Per week) Saturday Academy for Grades 1,2,3, 4 & 5
Science	In classroom, science teacher/classroom teacher will incorporate reading and writing responses in science information text or science fiction stories.	In classroom, teachers will provide tier – I intervention, additional support will be provided to the students who need support for writing responses	During the school day, during the science instructional time
Social Studies	In classroom, teachers will provide tier – I intervention, reading in small group, writing response, interactive writing, writing across curriculum areas	In classroom, teachers will provide tier – I intervention, additional support will be provided to the students who need support for writing responses	During the school day, during the social studies instructional time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	According to students' I.E.P., services will be provided accordingly	One-on-one or small group according to I.E.P.	During the school day

**Title I Information Page (TIP)
For School 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			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.

The Office of Teacher Recruitment and Quality (TRQ) regularly host online and campus-based informational events for prospective teachers. These sessions are a great way to learn more about teaching in New York City, as well as our Online Teacher Application and hiring process.

Recruiting New Teachers via Teacher Finder Portal: Now we are able to recruit most talented and qualified teachers via the Teacher Finder Portal. <https://nyc.teacherssupportnetwork.com/ntf/Home.do>

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).

Principal and Assistant Principal:

Principal and Assistant principals will attend network monthly meeting and attend the professional development. Selected teachers will attend the network monthly meeting if the workshops are aimed for instructional practices.

ELI Professional Development: (Executive Leadership Institute offered by CSA):

Transition from PPR to APPR

This informational workshop will guide you through the new principal evaluation and provide an overview of the components the principal and teacher Annual Professional Performance Review (APPR) as required by NYS Education law, 3012-C.

Address the Needs of the English Language Learner.

Leaders in Education Apprenticeship Program (LEAP)

Core Knowledge Training is provided to early childhood teachers.

The school has coaches and on-going professional development is provided to all teachers.

In addition, we affiliate with several educational partners:

- Cambridge Education LLC:** Provides professional development that supports the effective capacity-building of P.S. 107's professional learning communities and peer collaborations.
- Metamorphosis Teaching Learning Communities:** Helps build robust capacity in mathematics through content-focused coaching and other professional development and coaching sessions.
- Read Alliance:** Fosters individual literacy by addressing the lack of early language and literacy experiences, enabling our kindergarten and first grade students, regardless of their baseline levels, to master grade level skills in phonics and fluency.

New Teacher Mentoring

Teachers who are new to the teaching profession are assigned to a mentor by their principals. Please see DAPS/Mentoring for more information.

Please note: This was formerly known as "Division of Academics, Performance, and Support (DAPS) Mentoring" or "New

Teacher Induction."

In-school on-going professional development: The school utilizes all the professional development day/opportunities to provide on-going professional development. The network will host professional development opportunities according to our teachers' needs.

New York City After School Professional Development Program

All teachers are eligible to take "P" In-Service courses from the New York City After School Professional Development Program. In-Service courses offer teachers high-quality, convenient, low-cost alternatives to college courses that may be applied toward salary differentials and New York State professional development requirements. Courses are designed to improve student achievement through the professional development of teachers. Courses are also offered to secretaries for salary advancement.

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.).

Our school is a Title I Schoolwide Program school. 94% of our students are Title I eligible students and about 61 students are STH. In addition, 50 of our students are English Language Learners. In order to meet the educational needs of historically underserved populations, we have to conceptually consolidate Federal, State, and/or local funding in order to provide a sound educational program. To meet the intent and purpose of sound programs for our level-1 and level 2 students, we conceptually consolidate Title I, Title III, state fund, AIS, and tax levy.

Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs

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.).

- Increase collaboration between Kindergarten classes and Pre-K classes; CBO and Pre-K/K programs in our school.
- Social worker will host workshops to inform parents about Pre-K and K program about our school;
- Principal connects day care center with our school and invites children in CBO and parents to visit our pre-k or k programs
- Principal collaborates with Director of the CBO/Day-Care programs to tour the school visiting our cafeteria, library, and classrooms;
- Hosting orientation for families, services CPSE to CSE TURNING 5 MEETING;
- All information sent home in families' language and English.
- Provides bags of storybooks for parents before summer to prepare children for the transition emotionally and socially.

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.

The school will use DIBELS and DRA to monitors their student reading level frequently. The school will conduct workshops to share the information of needs assessments with parents. In addition, the schools also conduct workshops in response to their children's needs.

TA Schools Only

Use of Program Resources

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

N/A

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.

Parent Involvement Policy (PIP) Template

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, P.S. 107X, 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;

Public School 107X'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;

Public School 107X 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;
- Public School 107 is committed to providing parents the following activities:**
- **Family Literacy Initiative:** Soundview Library Partnership, active partnership supports family literacy initiative
<http://www.nypl.org/locations/tid/68/calendar>
 - **Saturday Workshops for Parents:** New York Cares supports Saturday Tutorial & ESL Workshops for Parents; Sponsors a Family Science and Literacy Night where volunteers engage with children and parents in one-to-one and small group settings to support science enrichment and literacy in fun and creative ways.
 - **Parent Curriculum Night:** Conduct a workshop for parents and share the new instructional materials with parents.
 - **Consumer Math for Parents:** Conduct Parent Math Workshops to parents four times a year. Workshops for consumer math and real world math are included in the topics presented to parents.
 - Useful math websites will be shared with parents, i.e. <http://pbskid.org>, <http://funbrain.com>, <http://piggybank.disney.go.com/>, etc.
 - Teach parents how to look for teachable moment, review basic skills, play math games, etc.
 - Workshops and meeting with parents will be provided in English and Spanish. Math Spanish Glossary will be shared: http://www.p12.nysed.gov/biling/docs/ele_3_5_math_spanish.pdf
 - **Parent Reading Workshop:** Encourage parents to take their children to Soundview library
 - **Read a book to your child:** Model reading a book to participants in English and Spanish; asking questions and discuss the viewpoints
 - **Literacy First:** A research-based, systematic, systemic and comprehensive reform process that accelerates reading achievement of all students. Helping families, schools, and communities raise children to become responsible and capable adults.
 - **Every Parent Influences Children (EPIC):** Provides support in the implementation of research-based family engagement strategies to increase student achievement.

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

Public School 107X, 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 08	Borough Bronx	School Number 107
School Name Public School 107		

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 Katherine Hamm	Assistant Principal Marisa Gonzalex/Helena Davis
Coach Lourdes Mercado	Coach Jevon Jones
ESL Teacher David Morales	Guidance Counselor n/a
Teacher/Subject Area Elizabeth Rende/4th Grade	Parent Maria Ramirez
Teacher/Subject Area Judy Hernandez/1st Grade	Parent Coordinator Annette Diaz
Related Service Provider Donna Taylor	Other n/a
Network Leader(Only if working with the LAP team) n/a	Other n/a

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.	1	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	0	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)	507	Total number of ELLs	46	ELLs as share of total student population (%)	9.07%
--	------------	----------------------	-----------	---	--------------

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-In	2	2	2	2	2	2	0	0	0	0	0	0	0	12
self-contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	39	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	7	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	37	0	6	7	0	3	0	0	0	44
Total	37	0	6	7	0	3	0	0	0	44

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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	3	10	5	5	10	5	0	0	0	0	0	0	0	38
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	2	0	0	0	1	0	0	0	0	0	0	0	3
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1	0	0	1	2	0	0	0	0	0	0	0	4
TOTAL	3	14	5	5	11	8	0	0	0	0	0	0	0	46

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)	1	4	0	2	2	1	0	0	0	0	0	0	0	10

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)	2	7	3	3	6	5	0	0	0	0	0	0	0	26
Advanced (A)	0	3	2	0	3	2	0	0	0	0	0	0	0	10
Total	3	14	5	5	11	8	0	0	0	0	0	0	0	46

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	0	5	0	1	0	8
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
P.S. 107 uses several assessment tools to assess the early literacy skills of our students, Fountas and Pinnell, DRA running records. Our data supports the need to differentiate instruction according to reading level. The data shows that ELLs need strategies to build fluency and comprehension in reading and and vocabulary to improve upon their writing skills. Our literacy program offers our students opportunities and strategies to improve upon their skills. Key components to our instructional plan include: read alouds, shared reading and writing strategies, explicit and context embedded vocabulary development, guided reading and reading independently in just right books. Our instructional plan includes, building comprehension through scaffolding strategies and sheltered instruction instruction, increasing academic vocabulary through a context rich curriculum and writing strategies that focus on the writing process, (pre-writing, drafting, and revising, editing, and publishing).
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
An examination of students' results in the four modalities (listening, speaking, reading, and writing) across the proficiency levels and grades reveal a pattern that students normally score higher in listening and speaking than in reading and writing on the NYSESLAT and LAB-R exams. Reading and writing are the weaker areas, where most students fall in the beginning level on grades K-2. There are also a large number of students who are at the Intermediate and Advanced level in Reading and Writing on grades 3-5. Although students have began to move to Intermediate levels in Reading, the ELA results show that a significant number of students still scored at level one on the ELA exam.
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 [AMAQ tool](#))
The state did not release the spring 2013 NYSESLAT scores in combined modalities, as result the RNMR which is the ATS report that generates NYSESLAT scores in combined modalities are not available
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?All students are tested using the DRA. The DRA data reveals that 50% of ELLs in grades K-2 are not reading on grade level. These results lead us to believe that more instruction in vocabulary, phonics, and comprehension skills must take place on grades K-2. We have adopted the Core Knowledge Program for Literacy in our school. This program comes with components specifically for ELLs to help differentiate the exact stories and activities that all students are using for ELLs with a Sheltered Language Approach. The Core Knowledge Program also has phonics, spelling, and grammar components that will help push student achievement in writing portion of the NYSESLAT. Reading and writing is now also emphasized across all content areas. Teachers are also given words in the Native Language to use in content areas to help support students along with a bilingual glossary of frequent terms for each unit. For Math we are using Go Math alongside Math Steps. The Math data reveals that newcomer students, regardless of taking the Math exam in their Native Language, are not on grade level in Math. We have began using vocabulary picture cards in math, more manipulative use is emphasized during the Math period, and newcomer students focus on building basic math skills during extended day. All staff, common branch, counselors, and enrichment teachers are involved in the instructional process. During extended day three days a week for 50 minutes, new comers and SIFE students work on building basic math skills using the Teacher Assisted Instruction program for computation and Math Steps for problem-solving. All other ELLs are in small groups where they work on vocabulary and reading comprehension on Tues/Wed and focus on building math problem-solving skills on Thurs.
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](#).)
In addition to differentiated small group instruction during the school day, PS 107 has the following targeted intervention programs for students in ELA, Math, and content areas. STARS and STARSjr are conducted afterschool in small groups to supports our ELLs and other at risk students. Saturday Academy is offerd to ELLs in third, fourth and fifth grade targeting reading and writing.
6. How do you make sure that a child's second language development is considered in instructional decisions?
During common planning classroom teachers meet with the ESL teacher to discuss ongoing assessment to meet the ELLs needs.
7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success for the ELL program is measured through NYSESLAT data, informal observations, DRA, weekly Treasures assessments, and review of informal data from conferences with students

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
2. Upon registration, while parents/guardians are completing enrollment forms, Mr. Morales (Certified ESL Teacher/Coordinator) works with parents to complete the Home Language Identification Survey (HLIS). Mr. Morales takes the HLIS and begins to ask the parent/guardian the questions on the form in English. If the parent/guardian gives one answer from questions 1-4 and two answers from questions 5-8 indicating a language other than English, an informal oral interview is given. During the informal interview, Mr. Morales ask the parents specific questions about what school or country the child is coming from, what was the last grade completed, child's progress in other schools, if there were any interruptions during school years, what languages were used in those classrooms, and any if there were any support services given to the student previously. If the parent/guardian demonstrates limited English proficiency, we have staff available to assist the ESL Coordinator with conducting the interview. The staff member comes to the parent center, where the interview is conducted, and translates the questions provided by Mr. Morales in English/Spanish orally for the parent. We have one staff member who can translate into French Creole if any parent whose native language is French or Creole, she is Esther Shei, Special Education Teacher. After the completion of the HLIS and oral interview, if the student is identified as a possible LEP, the LAB-R (Language Assessment Battery Revised) is administered within the first 10 days of admission by Mr. Morales, ESL Coordinator. The student is taken out of their classroom during the first school period and taken to the ESL Coordinator classroom. While in this room, they are given the LAB-R for their grade. The student is given a speaking portion, a listening portion, and a reading and writing portion. The student is given as much time as needed to complete the exam. If the student is unable to complete all portions in one sitting, the student is administered the remaining sections the next day. If the student's home language is Spanish, then we also administer the Spanish LAB by Mr. Morales, ESL Coordinator. The student is given a speaking portion, a listening portion, and a reading and writing portion. The student is given as much time as needed to complete the exam. If the student is unable to complete all portions in one sitting, the student is administered the remaining sections the next day. The students exam answers are scored according to the LAB-R cut score chart, and if the student scores between:

-Grade K (0-26)	-Grade 1 (0-33)	-Grade 2 (0-48)	-Grade 3 (0-53)	-Grade 4 (0-54)	-Grade 5 (0-58)
-----------------	-----------------	-----------------	-----------------	-----------------	-----------------
3. 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.
For students newly admitted who were identified as English Language Learners, the ESL coordinator contacts the parent/guardian by sending home a letter that describes the results of the LAB-R and invites the parents to a parent orientation, with details of date and time of the orientation. Parents are also contacted by phone by the parent coordinator two days before the parent orientation as a friendly reminder or to reschedule with parents who are unable to make it. The ESL teacher provides an orientation in English & Spanish, with translation provided by our Special Education Teacher in French, for parents where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explains program options in their home language with the parent coordinators assistance or other interpreters as needed. During the orientation,

parents view a video that is presented in their home language, receive an explanation of programs and program requirements, and are given an opportunity to ask questions, which helps parents to choose an appropriate ELL program for their child. Parents who attend the workshops are also given a brochure in their home language of available language programs. At the end of the orientation, parents are then given a Parent Survey and Program Selection form to fill out where they make an informed program choice. The selection form is collected from every parent who attended. The ESL Coordinator makes a copy of each form that is collected. The original selection form is placed in a file in the file cabinet in the ESL classroom and the copy of the form is placed in the student's cum folder. Parents are sent a letter confirming the selection and placement of their students. For those parents who do not attend two consecutive workshops, a selection form is sent home with the student and a follow-up phone call is made where the orientation is conducted over the phone if a parent is unable to come to the school building during school hours and questions are answered. Parents are then encouraged to return the selection form to the school. If selection forms are not returned to the office, the ESL Coordinator waits before and after-school, when parents are bringing students, to discuss and receive the form from parents. After collecting these forms, the ESL Coordinator makes a copy, places original in file cabinet in ESL room, and a copy in student cum folder. Parents are sent a letter confirming the selection and placement of their students. Additional parent orientations and outreach is done throughout the year as we receive newly enrolled ELLs

4. 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](#)].)
During the beginning of the year, NYSESLAT scores are downloaded from ATS. Mr. Morales and the Data Specialist review the NYSESLAT scores from the previous spring and evaluate each students' progress in each of the four modalities. Based on their proficiency level, the students then are grouped as Beginners, Intermediates and Advanced. The first group receive 540 minutes of instruction per week, while Intermediate receives 360 minutes and the Advanced receive 180 minutes of instruction per week. Differentiated instruction is provided to accommodate specific needs in each modality. A report is prepared by Mr. Morales that list each student who is enrolled in the school that took the NYSESLAT, along with their scores, and proficiency level. An entitlement letter is drafted for every student within the first 10 days of school. The report is used to distribute entitlement letters to the students that describes services that they will continue to receive during the upcoming school year as a result of the NYSESLAT. Students who were identified as Proficient, according to the NYSESLAT, receive a non-entitlement letter that describes the discontinuation of services as a result of the NYSESLAT in English and Spanish. A log is kept with distribution dates of the letter and a copy of the letter for each student is kept on file in the ESL classroom file cabinet.
5. 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.
6. Upon completion, collection, and review of Parent Survey and Program Selection forms, students are placed in requested program. If the parent selects ESL, students are grouped and placed in the appropriate class where push-in ESL services are being provided. Students are grouped heterogenously by grade level. For each child placed in a monolingual class receiving ESL services, a list of the students is maintained. This list is used to send letters to parents in their home language with the students' LAB-R score and it informs them that their child has been placed in an ESL program. Copies of the letters are kept in the ESL file cabinet. If parents select a Dual Language or TBE program, a letter in their home language is sent home that states the program that they selected along with the students' LAB-R score. The parent coordinator contacts the parent who selected TBE or Dual language to explain, in their home language, that we do not have either program and their selection form will be kept on file. She further explains that when we have 15 students between two contiguous grades who speak the same language and whose parents elect one of these programs, we will make arrangements for the opening of a bilingual program. All copies of letters sent are place in the ESL file cabinet. When parents complete the selection form, a report is kept with the Choice that parents have made by the ESL Coordinator for each school year. At the beginning and end of the school year, the report is analyzed by the ESL Coordinator and administration to monitor the trends in parent choice. The report data gives numbers for how many parents choose ESL or Bilingual Programs. Based on those calculations of parent choice, scheduling of programs for English Language Learners is determined and put in place for the school year. After reviewing the Parent Survey and Program Selection form for the last two years, the trend in program choices is English as a Second Language. Out of every 10 students who register in grades K-5, one parent elects to have their student placed in a dual language program. The parent selection form is kept on file in the school and it is noted on our Parent Choice Report.
7. 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.
8. Beginning in March, our school begins to prepare for the administration of the NYSESLAT. From the ATS, Mr. Morales, ESL Coordinator, prints updated admission/discharge reports, NYSESLAT eligibility roster, LAB-R eligible reports, NYSESLAT

exam history report, Year of Services Report, and Class Rosters. A list of IEP testing accommodations is retrieved from the School Base Support Team (SBST). Using these reports, a preliminary list of students who are eligible to take the NYSESLAT is drafted. Letters are sent home to parents/guardians in English and Spanish, to notify them that their child will be taking the NYSESLAT in April. They also receive a copy of the NYSESLAT parent brochure in their Home Language. The ESL Coordinator distributes letters to teachers to notify them of the upcoming NYSESLAT exam. The ESL Coordinator works with all of the reports and draft of eligible students to create a NYSESLAT administration schedule. Students are grouped to take the NYSESLAT according to grade bands, K-1, 2-4, 5-6. There is never more than 10 students grouped to take the exam together. All portions of the exam are scheduled to take place between 8:30 and noon. The speaking portion of the NYSESLAT receives its own schedule where students are scheduled in 15 min intervals individually to be administered the NYSESLAT Speaking. Each week until the NYSESLAT exam, these reports are printed and analyzed for changes. The ESL Coordinator attends the testing coordinators meeting before the exam is administered to learn of procedures and policies for administering the exam. The ESL classroom is stripped of all content material on boards and walls to prepare for the exam. Upon the start date of the Speaking exam, Mr. Morales, Certified ESL Teacher/Coordinator takes one student at a time from their classroom into his ESL Classroom and administers the Speaking exam in English for that student. The results are recorded on the NYSESLAT speaking form that is provided with the NYSESLAT kit. Mr. Morales administers the speaking exam for every student. Upon the start date for the Listening, Reading, and Writing portions of the exam, Mr. Morales, Certified ESL Teacher/Coordinator, takes one group of no more than 10 students to his ESL Classroom and administers the portion of the NYSESLAT exam in English that has been scheduled for those students on that date at that time. Mr. Morales uses a checklist roster that list each student and the four parts of the exam. Once each part is administered to that student, the list is checked. If a student is absent on the day they are to take a section, a make-up day is filed on the checklist. The parent is contacted by Mr. Morales, and Ms. Diaz-Parent Coordinator, to notify parent of the students missed test and encourage attendance for all future dates. After all of the portions have been administered, Mr. Morales goes through each student answer sheet to ensure that every student has been administered all parts of the NYSESLAT.

9. 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. 
- For the past two years, 96% of parents have elected to have their students placed in English as a Second Language. Upon conversations with parents who select ESL, they have explained that they select ESL principally for two reasons: 1. Parents want their children to be in an all English speaking environment so that their child will have a better opportunity to learn English at a more rapid pace. 2. Their native language is usually the only language spoken in their household, so school becomes the only time for students to practice academic English. Parents are encouraged to work with students at home in their native language whenever possible and provided with as many resources as are available from our parent center. Program models at our school are aligned with parent request.

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])?

Presently there is a Free-Standing ESL program servicing general and special education students in grades K-5. The organization model used at PS 107 is the pull-out model for grades 1st and 2nd. In the pull-out model, the ESL teacher pulls the students from their classroom into the ESL classroom for the given period. Grades One and Two are pulled at different times of the day. For grades K, 3rd, 4th, and 5th, the push-in, co-teaching model is utilized. The ESL teacher goes into classrooms on this grade and co-teaches with the classroom teacher, providing small group support inside of the classroom during the lessons. Students are grouped heterogeneously in each grade K-5.

Our program provides instruction in English with native language support, emphasizing English language acquisition. There is one certified ESL teacher who services forty-six students, 9% of the school student population, whose dominant language is Spanish. All students are grouped heterogeneously across grade levels, with some students being placed in Collaborative Team Teaching classrooms for added support throughout the school day.

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)?

The ESL teacher works with ELLs during content instruction as well as ELA periods in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. For students who are pulled out, the ESL teacher collaborates with classroom teacher on ELA and content material being presented in the classroom so that those themes and skills can be presented in the ESL classroom. Students who are Beginners receives ten 50/55 minute periods of ESL per week. Intermediates receive seven- 50/55 minute periods of ESL per week totaling 360 minutes. Advanced students receive four- 50/55 minute periods per week, fulfilling 180 minute requirement. During our pull-out and push-in periods, differentiated instruction is at the core of instruction. All instruction in classrooms is taught in English with Native language support. Some of the supports include bilingual glossaries, classroom labels, content material and literature in native language, and technology resources in the native language.

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.

In Math students use GO Math in English, where they also have access to these math books in Spanish. They also use Math Steps for added support. In Science, teachers use Fossil Science which comes with hands-on activities and experiments to decontextualize the material that students are learning. In Social Studies, teachers use the Social Studies Scope and Sequence and standards to create lessons for students. The children have access to social studies books and materials in Spanish if needed. In the classrooms, teachers use the Treasures Literacy program which has ELL support and differentiation built into each lesson. This program also comes with books that are of the same story as all of the other students but ELL stories take a Sheltered Language Approach. Teachers have visual aids such as charts and other pictures that support the lesson. Our school has also incorporated the use of Thinking Maps for all Literacy lessons. All classrooms are equipped with math manipulatives and hands-on science kits to help build comprehension of lessons. When the ESL teacher pushes into classrooms, he utilizes the programs that teachers are using in the classroom. When students are pulled out, the ESL teacher uses the Cornerstone program. The Cornerstone program has thematic units that are designed with increase attention on vocabulary and visual aids to support ELLs. During all content periods, we take a Sheltered Language approach along with using various instructional approaches.

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

Weekly assessments are a key component of our literacy program. Students are able to take reading assessments using the Raz-kids program in their home language. Our school also participates in Interim assessments for all students. Students are given the choice to take these content area assessments in their home language or English. Students are given this choice for all NYS content exams as well. When the home language is not available for Content area Interim or State exams, the translation agency is contacted to acquire a translator.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - Our plans for different subgroups of our school are as follows: Students with Interrupted Formal Education are placed in a Collaborative Team Teaching classroom so that they receive additional support throughout the school day. Each classroom takes a Sheltered Instruction Approach to help make content comprehensible. Students are placed in collaborative leaning activities during each content period. Demonstrations and an increased use of visuals are use to aid in their understanding of the content. Units in our literacy program are thematic to allow for student to follow and make connections in the curriculum. They also participate in literacy twice a week with lower grade classrooms to help them catch up with what they might have previously missed. During classroom time, direct instruction in phonics, phonemic awareness, and vocabulary is provided for the students. SIFE students are also targeted for peer tutoring and Academic Intervention Services. The SIFE students participate in our extended day program three-50 minute periods a week. During this time, students work to build basic math skills, so that they are able to function on grade level in math. We are in discussion at the moment in regards to opening an afterschool program. If an after-school program is offered, SIFE and newcomer students will be invited to take part. Our newcomers are grouped with other newcomer students across grades where they receive push-in or pull-out ESL services. Each classroom takes a Sheltered Instruction Approach to help make content comprehensible. Students participate in many hands on learning activities and are frequently involved in lessons where group work is in place. Direct instruction is given for vocabulary and reading comprehension using our Treasures Literacy Program that builds ELL support and differentiation into each lesson. The 3rd- 5th grade newcomers participate in our extended day program three-50 minute periods a week where we focus on building basic math skills, so that they are able to function on grade level in math. Newcomer students who are at the beginning proficiency level, participate in Fletchers place or OG in their homeroom classes or in a lower grade classroom in order to boost letter recognition and sound skills. Technology is also incorporated in the ESL classroom where students are able to develop skills in phonemic awareness, vocabulary, letter recognition, and story comprehension on online programs such as starfall, abeya and raz-kids. NYSESLAT data for students who have been receiving services for 4-6 years shows that they need extra support in reading. Students who need to develop fluency will be given Great Leaps 2-3 times per week. Students who need more help in reading comprehension will receive two additional thirty-minute small group reading intervention periods during the week using the Treasures Program. Students will also participate in our extended day program three-50 minute periods a week where they will be in small groups for reading conferences. During these conferences, teachers will provided direct instruction with vocabulary and how to use comprehension strategies to comprehend the reading material. As for ELLs that have attained proficiency, we support them for their first 2 years by placing them in a classroom where the ESL teacher will be providing push-in services to current English Language Learners so that they still have access to all of the Native Language supports. Students are able to participate in small groups with the ESL teacher and receive direct instruction with their struggling areas. They are also invited to participate in ELL afterschool-programs. We continue to provide them with their NYS approved testing modifications. At the moment PS107x does not have LTE. In the event of having LTE in our school we will provide specific /differentiated ELA reading and writing strategies. Reading strategies includes prewriting, modeling, shared writng and word walls. LTA will be invited to attend STARS, afterschool program and Saturday Academy.
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?
8. Some of the strategies used are: *
- Modeling explicitly by giving clear examples of what is requested of them for imitation.
- *Bridging- an approach of learning new concepts and language by firmly building them on the students previous knowledge and understanding. *Contextualization- using manipulatives, pictures, film (w/o sound) and other resources to engage the students. *Schema Building- clusters of meaning that are interconnected will help with their understanding of new concepts.

*Text Re-Presentation- engaging the students in activities that require them to change linguistic constructions they found modeled in one genre into forms used in another genre.

9. 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?

All classroom teachers and the ESL teacher have copies of ELL-SWD IEP, during common planning we plan strategies for them to meet their IEP goals in small groups.

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:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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

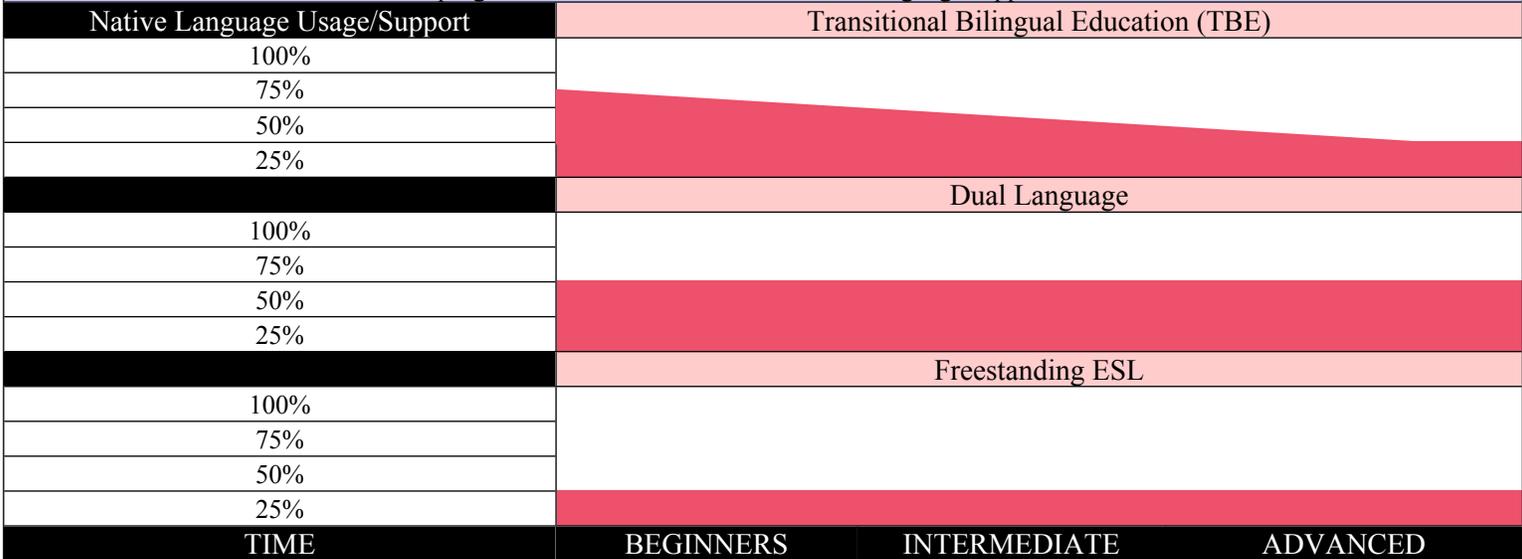
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

10. 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.
Interventions include: Students use Neo 2 Laptops that have built in software to support additional practice with grammar and phonics instruction that will be aligned to needs of students in writing for Beginning, Intermediate, and Advanced students. Great Leaps will be used for students who need to build fluency for Beginning, Intermediate, and Advanced students. Treasures is used for students who need more help with reading comprehension for Beginning, Intermediate, and Advanced students. Technology is also incorporated in the ESL classroom where students are able to develop skills in phonemic awareness, vocabulary, letter recognition, and story comprehension on online programs such as starfall, abcy, and raz-kids for Beginning and Intermediate students. Advanced students use Junior Great Books. The Junior Great Books program uses a method of interpretive reading and discussion known as Shared Inquiry. Students are able to use all four modalities of listening, speaking, reading, and writing. They engage in in-depth reading, thinking, and writing activities that foster their growth in questioning and discussion.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
At the moment, we do not have any afterschool programs, but one is in discussion. If it is to develop, ELLs in grades 3-5 will have the opportunity to be apart of the afterschool ELL program. These grades have the most SIFE and newcomer students. An afterschool program will give them more time to build their English Language skills and meet the challenges of their grade-level material. Students in these grades are our SIFE, newcomer, and students who are not on grade level and require extra intervention. We are considering acquiring a computer program, Imagine Learning, for the afterschool program. "Imagine Learning" uses modeled instruction, guided practice and immediate, instructive feedback to each student during usage. The program focuses on phonemic awareness, vocabulary, conversation, letter recognition and story comprehension. Students are also encouraged to record their responses and compare their speech to the modeled responses." Imagine Learning" also includes pre and post test scores, along with individual reports that enables teachers to monitor student progress.
13. What programs/services for ELLs will be discontinued and why?
No program will be discontinued
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
As for ELLs that have attained proficiency, we support them for their first 2 years by placing them in a classroom where the ESL teacher will be providing push-in services for current English Language Learners so that still have access to all of the Native Language supports. Students are able to participate in small groups with the ESL teacher and receive direct instruction with their struggling areas using all programs mentioned above. They are also invited to participate in ELL afterschool-programs. We continue to provide them with their NYS approved testing modifications. At the time of testing, students are given extra time, separate location, choice of content exams in the native language, and bilingual glossaries if desired. The Junior Great Books program uses a method of interpretive reading and discussion known as Shared Inquiry. Students are able to use all four modalities of listening, speaking, reading, and writing. They engage in in-depth reading, thinking, and writing activities that foster their growth in questioning and discussion.
15. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Teachers have visual aids such as charts and other pictures that support the lesson. Our school has also incorporated the use of Thinking Maps for all Literacy lessons. All classrooms are equipped with math manipulatives and hands-on science kits to help build comprehension of lessons.
16. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In the classrooms of all English Language Learners, teachers use the Core Knowledge program which has ELL support and differentiation built into each lesson. This program also comes with books that are of the same story as all of the other students but ELL stories take a Sheltered Language Approach. Teachers have visual aids such as Character Bookmarks and other pictures that support the lesson. Our school has also incorporated the use of Thinking Maps for all Literacy lessons. All classrooms are equipped with math manipulatives and hands-on science kits to help build comprehension of lessons.
17. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Newcomer students will participate in extended day with the ESL teacher for three - 50minute periods a week where the focus in

on building their basic math skills so they are able to function on grade level in math. Students will utilize Teacher Assisted Instruction math program that is used to build computation skills on Tuesday. Math Steps which is used in all classrooms throughout the day, will also be used during this time when we focus on problem-solving skills on Wednesday and Thursday. Beginning, Intermediate, and Advanced students who need extra support in reading will be in their classroom for extended day to receive support in reading. They will be in small groups for reading conferences utilizing independent reading materials provided through Treasures. The reading material used has Social Studies themes that students learn about as they receive direct instruction in vocabulary and comprehension skills.

18. 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.

Notices about events/or programs are sent out in as many languages as possible, so that all parents/guardians can know about offerings for their child. Native language support is provided with bilingual glossaries, labeled classrooms, content area material and literature in their native language, and technology resources in their native language. We are currently developing a plan to assist newly enrolled ELLs before the beginning of the school year.

19. What language electives are offered to ELLs?

We do not offer electives.

20. 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)?

N/A

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.
5. As ELLs transition from elementary to middle school, we try to provide as much support as possible to the staff to assist ELLs. We provide them with data about their performance, specifically the NYSESLAT scores, to see where their weaknesses are and what strategies are needed to help these students achieve proficiency. We provide the staff with PD and other resources to help the ELLs improve their
6. academic language which becomes more important and more difficult in middle school than in elementary school. This school year we have implemented block scheduling for the fifth grade classrooms. The scheduling resembles that of middle school. Students switch classes each day spending an hour in each class for math, reading, and writing with a different teacher. Our hope is that this will help ease our students into the process and expectations of middle school.
- 7.
8. The ESL teacher participates in professional development provided through Quality Teaching for ELLs (QTEL) as well as trainings provided by NYC BETAC Offices. Currently our ESL teacher along with two other teachers of ELLs is scheduled to go to a Literacy Conference and Math Institute, both provided by the Office of English Language Learners. Upon completion of the workshops, teachers will return to the school to turn-key the information. Teachers of ELL's attend as many workshops as are available through the Office of English Language Learners (OELL) including Common Branch Teachers and Guidance Counselors. ESL services are provided for students inside of their English dominant classroom. Teachers have the responsibility of differentiating and providing extra support for ELLs. With this in mind, PS 107 wants to ensure that teachers have the knowledge and skills needed to provide this support to ELLs. To ensure our students success, a plan for professional development as a year focus is in place for all staff, including Common Branch Teachers and Guidance Counselors and will include the following:
 - 9.
 10. Language Allocation Policy- November 2013 (1 hour)
 11. Analyzing and Utilizing Student Data- December 2013 (1.5 hours)
 12. Differentiating Instruction for ELLs- January 2014 (1.5 hours)
 13. Using Thinking Maps for Literacy- February 2014 (1.5 hours)
 14. Making Math Comprehensible- February 2014 (1.5 hours)
 15. Including Test Taking Strategies in Lessons- March 2014 (1 hour)
 16. Developing Academic Language-April 2014 (1.5 hours)
 - 17.
18. The Professional Development will take place during Staff Conference Days and "Lunch and Learn Sessions" during the regular school day. All teachers will be mandated to attend and will sign in during the time. Sign in sheets will be kept on file in the ESL file cabinet. During the Professional Development around the LAP, teachers will be divided into groups and given a specific section of the LAP to analyze. In their groups they will discuss, knowledge, skills, resources, and time needed to implement LAP outline. During PD for Dec.-Feb., teachers will look over student data of ELLs from ARIS, we will develop lesson plans and unit assessments that utilize the data on ARIS, and we will research different resources we have in our building to support these lessons.

During the March and April PD session, teachers will participate in stimulated activities where we gather information about the best way to incorporate test taking strategies into the lesson. We will look over previous state exams with focus on Academic Language used within the exam, and prepare lessons and activities to teach this language.

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?
5. Our parent get involved at the school level through the PTA. Our PTA is very involved with the community as well as our principal. The principal host monthly meetings with parents where they are able to voice their opinions, give recommendations for changes in the school, and get information on upcoming events in the school. Translation services for parents are provided for parents through our Parent Coordinator or President of the PTA. Workshops are planned according to information gathered from these meeting. As parents voice their opinions, notes are taken by our administration. Parents volunteer their time to clean and run our school library as well as support teachers inside of the classroom through reading to students, tutoring, or helping teacher maintain the classroom environment.
- 6.
7. Many parents in the community do not speak English and have expressed the frustration they feel when trying to help their child with school work. A plan is being developed in collaboration with our Parent Coordinator, the PTA, and other school staff to give workshops for parents. The parent coordinator will conduct the workshops in English and Spanish, if needed, twice a week that help parents understand the academic expectation for their students on different grade levels and help them understand the homework that is given to support classroom learning. In addition, we are making plans to offer family math and literacy nights bi-monthly to encourage parents to learn alongside of their children.
8.

The ESL teacher and the Parent Coordinator provide workshops for parents as well as outside contractors, where translation is provided by Parent Coordinator or PTA President. Technology and ESL classes for parents are also being planned for the current school year which will be provided through FLAME company. FLAME company provides the translation services during their workshops. These workshops help parents understand how to use computer programs as well as the internet to help their children at home. At the end of each technology workshop, parents are given a survey in their home language that ask for feedback about the workshop. At the conclusion of all 5 technology workshops, parents participate in a graduation where they receive certificates of completion and fill out feedback form as to what other technology or other concerns they would like to receive training for. The ESL teacher analyzes these feedback forms in the middle and end of the school year and plans accordingly to parents request. Copies of feedback and parent sign-in sheets for workshops are kept on file in ESL file cabinet and in Parent Coordinator files.

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.

Translation and Interpretation Services

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

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

The school will provide a dedicated staff member for written translation which is primarily the ESL teacher, Mr. Morales, who will be available daily to translate incoming and outgoing correspondence. In addition, this person will be available to translate written home/school communication from administration, teachers and the SBST. Information that needs to be translated in Spanish has to be submitted to Mr. Morales a week in advance of the date to send the letter. The school will be in contact with the the Department of Education's Translation and Interpretation Unit to provide two translators for our parent open house in the Fall and in the Spring. For oral translation of meetings, the schools parent coordinator is available to translate for parents.

All parents who require language assistance services will be given written notification of their rights regarding translation and interpretation services, and instructions on how to obtain the services. The school will post, in the main lobby, a sign indicating the room where a copy of such written notification can be obtained. The school's safety plan ensures that parents in need of language assistance services will be accommodated. The Department of Education's website, that provides information in covered languages, will be sent to parents via bi-lingual informational letters. There is a parent information board in the entry way of the school as well as a parent center. Signage on the board, monthly parent newsletter, and resources in the parent center are made available in the predominant language of Spanish in addition to English.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X107 School Name: Public School 107

Cluster: 401 Network:

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

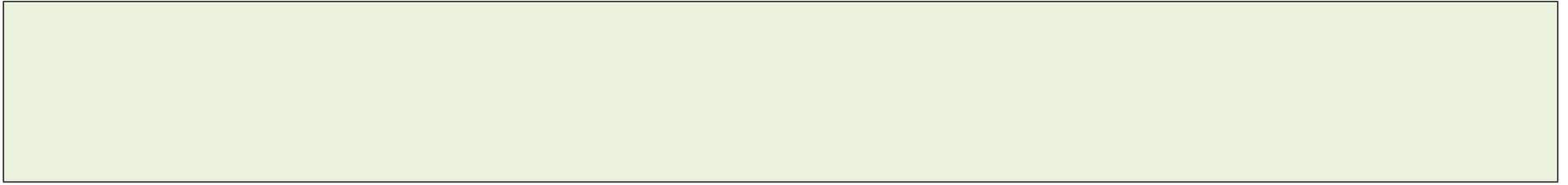
The school will provide a dedicated staff member for written translation, who will be available daily to translate incoming and outgoing correspondence. In addition, this person will be available to translate written home/school communication from administration, teachers and the SBST. Information that needs to be translated in Spanish has to be submitted to Ms. Gonzalez a week in advance to send the letter. The school will be in contact with the the Department of Education's Translation and Interpretation Unit to provide two translators for our parent open house in the Fall and in the Spring. For oral translation of meetings, the schools parent coordinator is available to translate for parents.

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

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

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

All parents who require language assistance services will be given written notification of their rights regarding translation and interpretation services, and instructions on how to obtain the services. The school will post, in the main lobby, a sign indicating the room where a copy of such written notification can be obtained. The school's safety plan ensures that parents in need of language assistance services will be accommodated. The Department of Education's website, that provides information in covered languages, will be sent to parents via bi-lingual informational letters. There is a parent information board in the entry way of the school as well as a parent center. Signage on the board, monthly parent newsletter, and resources in the parent center are made available in the predominant language of Spanish in addition to language.



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: Public School 107	DBN: 08X107
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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: Rationale

It is realized that our English Language Learners are not only combating the English language, but their native language as well, so there is very little, if anything, to transfer to the English Language. According to the NYSESLAT and State Assessments, English Language Learners at PS 107 are having tremendous difficulty in reading comprehension and writing. The NYSESLAT data for students who have scored at the Advanced level for two consecutive years reveals that writing is the area that they score the lowest in each year. The math data for our school reveals that less than 30% of students are scoring on grade level in Math. Students need extra support and practice with reading comprehension, writing skills, and math academic language. Therefore, a dire need exists to create a program to provide extra help to our ELL population. PS 107 has supplemented its regular ESL program with a morning and Saturday ELL program. The Saturday program will provide opportunities for students to engage in language and literacy experiences to enhance their listening, speaking, reading, writing, and math skills. The Before School program will provide opportunities for students to engage in literacy activities that promote reading as a fun and interactive experience. Parents will also be invited to attend the Read to Me Before School program where language learning strategies will be implemented with students and parents will be able to learn strategies while reading with their children.

Subgroups and Grade Levels

The After School Program will support 50 ELL students on grades K-5. The Saturday Program will support 40 ELL students on grades 2-5.

Schedule and Duration

The After School Program will begin on January 22, 2013 and conclude on May 16, 2013. It will occur on Tuesdays, Wednesdays, and Thursdays from 3:10-5:30 pm. The Saturday Program will begin on December 08, 2012 and conclude on May 18, 2013 from 9:00-12:00 pm.

Language of Instruction

The instruction will be provided in English with Home Language support resources.

Certified Teachers

There will be one certified ESL teacher to provide instruction for the After School program. There will be one certified ESL teacher and four certified Elementary Education teachers for the Saturday Program. The ESL teacher will push-into the classes and prepare for the students instruction with the the other

Part B: Direct Instruction Supplemental Program Information

teachers collaboratively.

Materials

The primary materials for the After School program will be the Read Phonics & Content Area Reading Success Program.

The primary materials for the Saturday program will be the Science and Technology for Children literacy and experimental kits along with the National Geographic books.

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: Rationale

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

Teachers to Receive Training

All teachers and staff in the school building will be included in the Professional Development activities.

Schedule and Duration

The professional development will begin in December 2012 and continue through June 2013. There is one workshop planned each month for one hour. Teachers will also receive professional development during teacher's inservice days. Additional professional development opportunities will be provided by a learning partnership with the Newtwork and NYU, will specific interest in learning styles, differentiating instruction and using data to influence planning.

Topics to be Covered

All teachers and staff who work with ELLs on grades K-5 will focus on using data to plan for reading

Part C: Professional Development

guided instructional groups.

Provider: Ms. Lumpkin, Certified ESL Teacher, will provide workshops for the staff. Dr. Rosemaria Leon, NYU will offer professional development opportunities.

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:

RationaleIn the past, parents have received training on using ARIS to access data on their child. After giving a survey to parents last year, it is realized that parents need more training in utilizing technology for its basic functions in order to successfully access ARIS data independently. After accessing the data, parents requested assistance with locating and utilizing resources online to assist their children with home work and building literacy/math skills. The workshops will support the parents needs with technology.

Schedule and Duration

There will be 6 workshops scheduled each Wednesday from March 7, 2013 to April 16, 2013. Each workshop is 1.5 hours in length

Topics to be Covered
The workshops will focus on teaching parents how to use technology. Each workshop will build upon the next showing parents how to use technology software and hardware in order to utilize ARIS and helping their children at home using literacy and math resources online.

Provider

Flame Company will provide the workshops.

Notification

Parents will be notified through notices that will be sent home with the students. The dates for workshops will also be placed on the schools monthly calendar that it sent home to parents, Each week of the workshop, a call will be given to parent homes through our School Messenger System..

Part E: Budget

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

Allocation Amount: \$0

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 		
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. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		