

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**25Q107**

**School Name:**

**PS 107Q THOMAS DOOLEY SCHOOL**

**Principal:**

**LORI CUMMINGS**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 25Q107  
School Type: Public Grades Served: Pre-K - 5  
School Address: 167-02 45<sup>th</sup> Avenue  
Phone Number: 718 762 5995 Fax: 718 461 4989  
School Contact Person: Lori Cummings Email Address: Lcummings2@schools.nyc.gov  
Principal: Lori Cummings  
UFT Chapter Leader: Theresa DiBella  
Parents' Association President: Winnie Young  
SLT Chairperson: Marian Sherron and Vania Jimenez  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 25 Superintendent: Danielle DiMango  
Superintendent's Office Address: 30-48 Linden Place Flushing, NY 11354  
Superintendent's Email Address: DDimang@schools.nyc.gov  
Phone Number: 718 281 -7605 Fax: 718 281 7519

**Cluster and Network Information**

Cluster Number: Cluster 2 Cluster Leader: Despina Zaharakis  
Network Number: CFN 204 Network Leader: Diane Foley

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lori Cummings	*Principal or Designee	
Teresa DiBella	*UFT Chapter Leader or Designee	
Winnie Young	*PA/PTA President or Designated Co-President	
	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	
Vania Jimenez	Member/ Parent	
Collette McArdle	Member/ Parent	
[Andromahi Katechis	Member/ Parent	
Denise Barufka	Member/ Parent	
Gita Wang	Member/Parent	
Lambrini Papalas	Member/Parent	
Sara Cangelosi	Member/ CSA	
Nadine Elhathat	Member/ UFT	
Marian Sherron	Member/ UFT	
Lisa Foley	Member/UFT	
Lydia Rivera Velasquez	Member/UFT	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and </li> </ul>	

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 107 believes in developing the whole child. It is our mission to provide our students with a learning environment that builds both the academic foundation as well as the social and emotional foundation required for college and career readiness. We are committed to academic achievement as well as infusing the arts and the concept of social responsibility into student experiences throughout their time at PS 107. To accomplish this mission, we have established the following partnerships and initiatives:

Residencies:

- Dance & Theater Residencies with Together in Dance
- Puppetry Residency and affiliation with Materials for the Arts
- Parents as Arts Partners Grant Recipient
- Music in the Brain
- 

School Initiatives:

- Student of the Month
- Citizen of the Month
- Go Green Recycling Initiative
- Lunch Leaders – giving back to the PS 107
- Random Acts of Kindness –Bucket Filling through kindness
- Student Government Officers
- Fundraising/Donating for Causes through: Penny Harvest, Denim and Pink Lemonade sale, Valentine's for Vets, Toy Drive etc.
- Senior and Junior Glee Clubs
- Dance Troupe
- Cheerleading
- Basketball Team
- Chess Team
- School Assemblies (K-5 all grades host and perform 1 assembly) – Theme: Singing Books to Life
- Music in the Air

Based on an in-depth analysis of the School Quality Guide and data files, there was an increase in the overall median adjusted growth percentile for the ELA exam. In 2012-13, the data indicated 50.0% of the peer range while in 2013-14, the data indicates 57.9%.

Additionally, there was an increase in the average early grade progress points earned for the ELA exam. In 2012-13, the data indicated 1.61 while in 2013-14, the data indicates 2.04.

However, in 2013-14, the median adjusted growth percentile in Math decreased by 4.5% when compared to the peer range. In 2012-13, the data indicated 58.7% of the peer range while in 2013-14, the data indicated 54.2%

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- Our School Quality Guide data indicates that we have made gains in all but two areas of “Closing the Achievement Gap”.
- School has adopted a common curricula and instructional philosophy throughout the school
- The curricula embeds instructional shifts and depths of knowledge through student choice and evaluation of the application of strategies to produce and/or revise work products

Needs:

- 2013-2014 QR indicated the need to cognitively engage all learners.
- School Quality Guide indicates student progress is below 60% of the peer range.
- Despite gains from the previous year, student progress “overall points earned” = 48.1 (47.7 was the minimum for meeting the target).

Advance overall ratings on MOTP indicated Engaging Students in Learning as an area of teaching practice that the school needs to improve on

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, at least 65% of teachers will exemplify effective to highly effective teaching practice in 3c: Engaging Students in Learning as evidenced in the ADVANCE overall MOTP rating for Component 3c resulting in an increase of at least 3% overall gains in median growth percentile for student progress on the state assessments on the school quality guide.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Monday professional learning focused on using data to engage students in learning. Cycles of professional	All staff	All year	Administration Lead Teachers

<p>development followed by collaboration in applying the learning will be based on the four elements of 3c. as follows:</p> <ul style="list-style-type: none"> <li>• How do we use assessments/data to impact our pacing in order to engage students?</li> <li>• How do we use assessments/data to form small groups and target student learning?</li> <li>• How can I use my assessments to develop activities and assignments that will cognitively engage all of my students?</li> <li>• What materials and resources will support the needs of our students?</li> </ul> <p>Teachers will plan collaboratively together and make revisions to curriculum and instructional practices based on student needs</p> <p>Teacher Development Coach will work with teachers on elements of 3c to support teacher development and best practices in engaging students in learning.</p> <p>Teachers College Staff developers will support teachers with:</p> <ul style="list-style-type: none"> <li>• Pacing and structure of lessons to increase student engagement.</li> <li>• Planning for small groups and individual conferences to target student needs</li> <li>• Developing materials/resources to support student independence and engagement</li> </ul> <p>Feedback and support from administration based on observations in specific elements of focus within 3c when applicable.</p>	<p>All teachers meet in grade and cluster teams</p> <p>Identified teachers based on needs and leads in specific elements</p> <p>All classroom teachers in grade cohorts</p> <p>All staff</p>	<p>All year on Monday professional learning</p> <p>5 week cycles throughout the entire school year</p> <p>10 sessions upper grade teachers</p> <p>10 sessions lower grade teachers</p> <p>Oct-May</p>	<p>Lead Teachers Admin overseeing</p> <p>Teacher Development Coach</p> <p>TC Staff developers Follow-up and supported by administration</p> <p>Administration</p>
<p>Strategies to address subgroups:</p> <ul style="list-style-type: none"> <li>• Use of data in determining grouping to identify specific areas and respective strategies to help students make gains in these areas</li> <li>• Use of charts/tools (with visual cues) to provide scaffolds to students in order to increase engagement Parent workshops to increase parent awareness in student engagement and targeting learning to cognitively challenge students (workshops: Using rubrics as guides, i-Ready,</li> </ul>			

Think Central – GoMath online supports, etc.)			
<ul style="list-style-type: none"> <li>• Parent engagement regarding rubrics and exemplar pieces of writing per unit of study offered by teachers on Tuesdays.</li> <li>• Parent Monthly newsletters sent out by grade to inform parents of the units of study in all subject areas</li> </ul>			
<p>Trust is established through:</p> <ul style="list-style-type: none"> <li>• Continued support by administration for staff through both feedback and professional development in 3c.</li> <li>• Supports allocated towards continued development in this area of practice (ie. Teacher Development Coach, TC Staff developers, visitation to other schools)</li> <li>• Parent involvement and partnerships to support student engagement at home and in school</li> <li>• Feedback from Lead teachers to discuss next steps/needs of grade teams</li> <li>• Professional Development Committee conducts needs assessments/surveys and meets to address the staffs concerns/areas for improvement</li> </ul>			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

Teachers College Staff Developers

Lead Teachers

Teacher Development Coach

Content Specialists for PD/Workshops (ie. Teachers doing parent workshops)

Substitutes to make teachers available for planning and professional learning opportunities with TC and TDC.

Instructional Resources:

TC & Go Math Assessment Materials

Units of Study

Progressions and Problem solving rubrics

Exemplar pieces

Workshop Model Planning tools

Videos of teaching practice as both exemplars and as learning resources for calibrating 3c.

Scheduling:

- Common preps for grade teams
- Monday Professional Development Schedule to allocate time for collaborative teams to apply the learning of the PD session

Schedules to accommodate needs of the sessions for the TC staff developers and the TDC

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Contract for Excellence Money will be spent to provide professional development through Teacher’s College to support the implementation of the curricula and the development of teacher practice.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, pacing of lessons will reflect appropriate timing aligned to workshop model teaching in 65% of classrooms as evidenced in observations.

By February, 65% of classrooms will conduct targeted small group lessons and will have established targeted group activities to cognitively engage students.

**Part 6b.** Complete in **February 2015**.

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Strengths:**

- Quality review highlights “structures for positive learning environment, inclusive culture, and student success” as an area for celebration.
- School Survey report indicates that 96% of teacher respondents either strongly agree or agree with the statement, “At my school, I am safe.”

**Needs:**

- (In contrast) 70% of teacher respondents strongly agree or agree that, “Order and discipline are maintained at the school.”
- Parent members at SLT meetings have also echoed a need for order and discipline.
- Conversations with staff and families indicate the greatest area of need is lunch/recess.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS 107 will develop a more supportive learning environment to ensure that safety and discipline are prioritized as evidenced by a 10% increase in satisfaction of both parent and teacher survey responses in respective areas of the school environment survey with regards to safety and discipline that fell below 85%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• P.S. 107 will develop a school-wide positive behavioral support system in which behavioral expectations are clearly defined, communicated, taught, and reinforced. P.S. 107 will utilize the research-based PBIS (Positive Behavioral Interventions and Supports) System approach.</li> </ul>	School-wide, or Tier I- 80-90% of student population	September 2014-ongoing	School leaders, guidance counselor, social worker, iep teacher, school aides, teachers,

<ul style="list-style-type: none"> <li>Behavioral expectations will be clearly defined in accordance with school location (cafeteria/hallway/auditorium). A respect “matrix” will be created to visually represent behavioral expectations in these school locations, as a starting point. Additional locations will be determined and expanded upon, with more time.</li> </ul>		January 2015	staff, parents, students.  All stakeholders
<ul style="list-style-type: none"> <li>Students in need of additional behavioral support (those identified in Tier II (5-10%) and Tier III (1-5%) will continue to receive at-risk counseling as provided by the School Counselor and Social Worker. Individual behavior supports will be utilized, as needed.</li> </ul>	Tier II & III	September 2014-ongoing	School leaders, guidance counselor, social worker, iep teacher
<ul style="list-style-type: none"> <li>Parent members of the PTA will be invited to provide input for Respect Matrix development. Families will have opportunities to learn how to teach their children the importance of school-wide expectations at home, as well as in the community. Families will be invited to school celebrations that reinforce positive behavior, as well as continue to receive communication via ClassDojo (a web-based behavior management tool for the classroom).</li> </ul>		January 2015-ongoing	All stakeholders
<ul style="list-style-type: none"> <li>Trust is developed through input from all stakeholders (including parents, school aides, and students) during all phases of implementation.</li> </ul>		September 2014-ongoing	All stakeholders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- The Crisis Intervention Team will hold primary responsibility for the launch and program effectiveness/impact monitoring, however, all stakeholders will provide input in the development of the system.
- Meetings will be held during the school day so that student input can be provided and schedule adjustments are at a minimum.
- Our Book of the Month Program, in which the books are chosen on the basis of the theme of Respect (for self, for others, for our environment) will be utilized to support the development of the respect matrix.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Raised money through the school fund for Books of The Month

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

At the end of February 2015, school leaders will conduct an Evaluation Blueprint to measure the fidelity and impact of the plan. Revisions and adjustments will occur, as needed.

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- Teachers meet in collaborative teams weekly
- Teachers plan together on grade teams
- All grade teams have at least one common prep time per week
- Teachers College staff developers provide professional development to teachers
- Lead teachers meet as a vertical team with administration

Needs:

- Curricula aligned assessment practices that inform instruction is listed as an area of focus on the 2013 -2014 QR.
- 2013-2014 QR indicated need to provide instructional opportunities that cognitively engage all students.
- School Quality Guide indicates that student progress in all areas is under 60% of the peer range
- 2013-2014 Quality Review indicates that “There are inconsistent practices in the effective analysis of student data and work products in order for teachers to reflect on the level of rigor and skills taught limiting the school’s ability to make accurate adjustments to curriculum based on student outcomes so that all students have access to the curriculum”

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will participate in collaborative teams that utilize data to inform instructional decisions as evidenced by a minimum of 65% of teacher unit plans exemplifying data informed revisions for whole class teaching and small group learning.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Strategies to increase parent involvement and engagement
- Activities that address the Capacity Framework element of

**Target Group(s)**

*Who will be targeted?*

**Timeline**

*What is the start and end date?*

**Key Personnel**

*Who is responsible for implementing and overseeing the activity/strategy?*

Trust			
<ul style="list-style-type: none"> <li>• Collaborative Learning Teams connected to professional development to meet on Mondays</li> <li>• Common Prep times for Grade teachers established</li> <li>• Weekly Lead Teacher meetings (each grade represented) to support the implementation of professional learning and making revisions to curricula through the use of data</li> <li>• Sharing and guided practice of the implementation of protocols during lead teacher meetings</li> <li>• Support from Teachers college with units and conferring in both planning and implementation</li> <li>• Data documents provided on school-wide assessments by data specialist to inform teacher decisions</li> <li>• I-ready available to school for data gathering and identifying needs of students in ELA and Mathematics</li> </ul> <p>I –Ready to offer suggestions of supports for English Language Learners and Students with disabilities</p>	<p>All teachers</p> <p>All teachers</p> <p>2 lead teachers per grade - at least 1 represented at each Lead meeting</p> <p>All teachers</p> <p>All teachers</p>	<p>All year select Mondays 1x per week minimally</p> <p>1 x per week throughout the year</p> <p>All grade teams- 10 sessions Throughout the year</p>	<p>Lead Teachers and administration</p> <p>All teachers</p> <p>Administration</p> <p>Administration</p> <p>TC Staff Developers</p> <p>Data Specialist</p>
<ul style="list-style-type: none"> <li>• Collaborative Teams discuss and explore student needs for students including all subgroups</li> <li>• Planning documents to include strategies to meet the needs of students in sub-groups</li> <li>• Teacher revisions and plans include ideas for tools and charts to support access for all students</li> <li>• Teacher revisions to include small group strategies to address the needs of various learners</li> </ul>			
<ul style="list-style-type: none"> <li>• Curriculum and Coffee parent workshops to support the idea of using rubrics and other school programs to support cognitive engagement of each child</li> <li>• Parent meetings on Tuesdays to discuss student needs</li> <li>• Parent Engagement for each new unit in which the writing rubric for the unit and exemplar pieces are shared in order for parents to support student autonomy and areas of concentration at home</li> <li>• Parent Engagement Opportunities in which Parents and Teachers can collaborate together (ie</li> </ul>			

Parents as Arts Partners, Read Aloud at Barnes & Nobles, etc) in which teachers gather qualitative data from discussions with parents about their child.			
Trust is developed through <ul style="list-style-type: none"> <li>• Collaborations and sharing amongst colleagues within weekly meetings</li> <li>• Support by administration through professional development and feedback aligned to the goal of using data to target student learning</li> <li>• Partnerships with parents in working towards engaging students based on their needs</li> <li>• Student needs being addressed in small groups</li> </ul>			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Human Resources:

- Administration/ lead teachers/content specialists to conduct professional learning and lead collaborative meetings
- Teachers College Staff Developers and Network Support Staff to support team planning and utilization of data to support student needs
- Data Specialist to provide data documents that summarize class and school data

Instructional Resources:

- Units of Study
- Unit Maps and plans (both program made and teacher revised)

Schedule Adjustments:

- Common Preps for grade teams
- Monday Professional Development time to encompass professional learning
- Tuesday Other professional work time to allow the option of collaborative planning and inquiry

Weekly Instructional Lead meetings to support implementation of the professional learning within Collaborative Teams

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, collection of units of study will show that a minimum of 3 of the units in reading, writing, and mathematics have had revisions made based on student assessments/data.

By February, teacher plans and practice will include instructional groups (at least one instructional group per lesson)

**Part 6b. Complete in February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### Strengths:

- 2013-2014 Quality Review indicates that the principal is making data informed organizational decisions and effectively uses resources to support the school
- 2013-2014 Quality Review indicates that school leaders have structured staff and student time to align with new curricula initiatives

#### Needs:

- School survey results indicated lower teacher satisfaction rates in systems for improvement than other areas.
- Conversations with staff and specific questions on the survey indicate consistency in feedback and professional development in regards to a specific goal are needs
- 2013-2014 QR indicates the need for consistency across the school and increased PD in curricula and pedagogy

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will provide consistency in professional development and feedback to teachers in alignment to the instructional focus (students engaging in targeted learning experience through the use of assessments) as evidenced by an overall increase of at least 5% in teacher satisfaction in the area of systems for improvement on the school environment survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>• School wide professional development around use of assessments to engage students in</li> </ul>	All staff	All Year – Select	Administration and content

<p>learning (instructional focus). Professional development is broken into cycles of professional learning in the four elements of 3c as follows:</p> <ol style="list-style-type: none"> <li>1)Using assessments to support pacing and structure</li> <li>2)Using assessments to determine small group needs</li> <li>3)Using assessments to determine activities and assignments</li> <li>4) Using assessments to develop materials and resources</li> </ol> <ul style="list-style-type: none"> <li>• Professional development will support learning and implementation by providing the learning as well as the time to engage in the implementation of the learning with grade colleagues on Monday sessions</li> <li>• Professional development will support clear understanding through modeling and clarification points through questioning</li> <li>• PD Briefs (letters to teachers) will capture the learning from the PD and the expectations set forth from the pd</li> <li>• Lead teacher meetings to support grade team implementation of the professional learning aligned to the instructional focus</li> <li>• Feedback provided to teachers in elements of focus with the professional learning cycle to support teacher implementation of the learning</li> <li>• Cycles of observations to be conducted to provide a more supportive cycle of feedback and implementation of next steps</li> <li>• Teacher Development Coach to support implementation and provide professional Learning to staff</li> <li>• Principal participation in Study Group/Book Club around <u>Leveraging Leadership</u> to develop and expand effective practices.</li> </ul>	<p>All staff</p> <p>All staff</p> <p>Instructional Lead Teachers</p> <p>All staff</p> <p>All staff</p> <p>Principal</p>	<p>Mondays</p> <p>All year – select Mondays</p> <p>All year-per whole staff pd</p> <p>All year</p> <p>Throughout the year in cycles of at least 3 weeks</p>	<p>specialists (literacy and math liaisons, Network Achievement Coaches, Teachers College Staff Developers)</p> <p>Lead Teachers and Administration</p> <p>Administration</p> <p>Administration</p> <p>Administration</p> <p>Administration</p> <p>Administration and Network</p>
<ul style="list-style-type: none"> <li>• Professional development to support strategies for students in various sub-groups</li> <li>• Feedback to the teachers to incorporate strategies to support access and learning for all students</li> <li>• Sharing of materials and best practices from ELL liaison.</li> </ul>	<p>All staff</p> <p>All staff</p> <p>Lead teachers to share with grade teams</p>	<p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year at lead teacher meetings</p>	<p>Administration, Network Support Staff, and TC developers</p> <p>Administration</p> <p>Administration and ELL Teachers</p>

<ul style="list-style-type: none"> <li>• Parent workshops addressing the instructional focus to support teachers in the partnership with parents</li> <li>• Feedback from parents used to adjust pd and curricula needs of students from parent perspective</li> </ul>			
<p>Trust is developed through:</p> <ul style="list-style-type: none"> <li>• Supportive feedback to teachers to improve teaching practice</li> <li>• Cycles between observation feedback and follow-up observations</li> <li>• Professional development aligned to effective practices and consistent with instructional focus</li> <li>• Administrative support and availability to meet and work with grade teams</li> <li>• Establishment of partnerships with parents to support the consistency of the implementation of the instructional focus</li> </ul>			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Administrators to conduct observations
- Teacher Development Coach to support professional learning and coach into the implementation of Danielson practices aligned to the instructional focus

Instructional Resources:

- Danielson Framework
- Teachers College documents to support implementation of workshop model teaching and curricula practices aligned to engaging students in learning
- Videos and samples to support exploration and/or to serve as models for professional learning
- School-wide assessment materials and progressions of learning within and across grades
- Leveraging Leadership (professional text to support leadership and increase capacity/accessibility of school leaders)

Schedule adjustments:

- Monthly Curriculum and Coffee provided during am and pm sessions
- Cyclic observation and feedback cycles

Tuesday Parent Engagement Time scheduled by teachers across a grade

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February school leaders will have conducted 50% of teacher observations and provided feedback in areas related to the instructional focus
- By February school leaders will have provided professional development in a minimum of 2 elements in engaging students in learning and in using assessments in reading, writing, and mathematics to support students

**Part 6b.** Complete in **February 2015**.

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### Strengths:

- In 2013-2014 school leaders provide Curriculum and Coffee opportunities for parents at alternating times on alternating months
- In 2013-2014 Guideposts sent bi-monthly with letters from staff and administration
- Parent satisfaction in areas of communication has increased on the school survey in comparison to the 2012-2013 survey results.

#### Needs:

- Survey results indicate lower satisfaction rates in regards to frequency of communication by parents.
- Teacher response rates indicate need for increased communication from the school.
- SLT has indicated a need for consistency of communication across the school

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS 107 will increase parent engagement in regards to understanding the curriculum and communicating information specific to a child’s learning as evidenced by a minimum of a 10% increase in satisfaction in all areas of the environment survey pertaining to parent communication and engagement that fell below 80% in both the parent responses and teacher responses.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>• Increase Curriculum and Coffee opportunities to be offered monthly and during am and pm sessions</li> <li>• Increase Parent Guidepost to be monthly</li> </ul>	All families	Monthly throughout the year	Administration and content Specialists

<ul style="list-style-type: none"> <li>Grade-wide newsletters regarding curricula to be sent home monthly</li> <li>Class Dojo to support communication of individual student progress as well as to communicate class-wide announcements weekly</li> <li>Parent engagement opportunities to include overview of writing unit, rubrics, and exemplars to assist parents with supporting their children in targeting student learning/next steps</li> <li>Parent engagement opportunities monthly to support parent familiarity with new math approaches</li> </ul>	<p>All families All families</p> <p>All families and students</p> <p>All families and students</p> <p>All families and students</p>	<p>Weekly throughout the year</p> <p>Throughout the year 1x per writing unit Monthly throughout the year</p>	<p>Administration and clusters All classroom teachers Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p>
<ul style="list-style-type: none"> <li>Parent workshops offered for English Language Learners through Open Doors workshops</li> <li>Special Education teachers support parents by offering strategies to support their children through classroom engagement opportunities</li> </ul>			
<ul style="list-style-type: none"> <li>Workshops to be held in both am and pm sessions on varying days of the week to increase attendance</li> <li>Workshops offered by classroom teachers to increase specificity of topic covered to align with child’s learning for their grade</li> </ul>			
<p>Trust is developed through:</p> <ul style="list-style-type: none"> <li>Collaboration with parents</li> <li>Increased opportunities for parent and staff interactions</li> <li>Support for parents in school focus and curricula</li> </ul>			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Human Resources:**

- Administration and content specialists to host curriculum and coffee workshops
- Parent Coordinator to support in preparation and facilitation of workshops
- Teachers to conduct parent engagement opportunities on Tuesdays

**Instructional Resources:**

- Unit rubrics and exemplars to share with families
- Go Math guides to determine and share new strategies for mathematics with parents
- Teacher developed tools to support family engagement in learning new mathematical approaches

Schedule Adjustments:

- Tuesday Parent engagement time to accommodate parent workshops in classrooms
- Monthly Curriculum Coffee workshops offered during am and pm sessions

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February a minimum of 5 Curriculum and Coffee workshops will have been offered
- By February, at least 50% of classrooms will be utilizing class dojo as a communication tool for progress monitoring
- By February classroom teachers will have hosted at least two parent workshops in writing and in mathematics

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students performing below the following scale scores on the State Exams: Grade 3 – below 299 Grade 4 - below 296 Grade 5 – below 29	Need oriented instruction based on running record assessment (ie. fluency, retelling, etc)	Small group and or 1-1 conferences	During the school day
<b>Mathematics</b>	Students performing below the following scale scores on the State Exams: Grade 3 – below 293 Grade 4 - below 284 Grade 5 – below 289	Need oriented instruction based on mathematics assessments and problem solving rubric.	Small group and or 1-1 conferences	During the school day
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher referral to RTI team and RTI team recommendations based on observation, discussions with teachers and parents, and/or or parent request.	Strategies and interventions determined by student need. Peer mediation, at risk-counseling, etc may be utilized.	Peer mediation Individual session and/or group sessions based on specificity of each case.	During the school day

## Section 7: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. 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.

#### 2b. 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).

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **PS 107Q**, 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 the school and the families. The 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 the school community. **PS 107Q** 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

### School-Parent Compact (SPC) Template

**PS 107Q** 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

<b>Part A: School Information</b>	
Name of School: <u>Thomas Dooley</u>	DBN: <u>25Q107</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 2

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:

PS 107 offers Title III Programs in the morning to 45 upper grade ELLs, 32 upper grade former ELLs and 101 lower grade ELLs. We anticipate that approximately 75 students will participate. We offer Title III Afternoon Open Doors workshops to all ELLs in K-5. We anticipate that approximately 25 students will participate.

MORNING PROGRAM/UPPER GRADES: P.S. 107 provides an English Language morning enrichment program for ELLs utilizing Reader's Theater as an avenue to target student academic gaps. Forty-five minute sessions are held twice a week from November through April conducted by two ESL teachers. At the beginning of the program, all students are assessed by iReady Diagnostic. Based on the results, ESL teachers split students into two groups, and plan instructional activities through Reader's Theater to target identified areas of need. iReady continues to be used during the morning program exclusively to monitor student progress, adjust instructional practices and as a continued support and scaffold to student achievement. iReady is used exclusively during Title III morning program. Upper grade morning program is offered to all 3rd, 4th and 5th grade ELLs as well as 3rd, 4th and 5th grade transitional ELLs. We offer the program to transitional ELLs based on the directives of CR Part 154 which provide support to students who have recently passed NYSESLAT. Students of all proficiency levels will collaborate and contribute in a supportive setting. Readers Theater scripts and teaching materials are utilized, as well as teacher- and student-provided realia for props, costumes, etc. Reader's Theater helps students approach and meet grade-level Common Core Learning Standards benchmarks by building language and literacy skills while making textual connections across genres and extending content knowledge.

MORNING PROGRAM/LOWER GRADES: For ELLs in Kindergarten through 2nd grade, P.S. 107 provides additional support with foundational skills, such as letter and sound recognition, sight word study and learning to read. Thirty-minute sessions are held twice a week from November through June conducted by two licensed ESL teachers. At the beginning of the program, all students are assessed by iReady Diagnostic. Based on the results, ESL teachers form mixed-grade groups based on areas of academic need and plan instructional activities to target areas of need. Students work teacher-led groups as well as individually at the computer utilizing Reading Eggs, a software program that focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. Reading Eggs is used exclusively during Title III morning program. iReady will continue to be used periodically during the program to monitor student progress and adjust instructional practices.

MORNING PROGRAM/SCIENCE: In April and May, ESL teachers collaborate with our upper grade Science

### Part B: Direct Instruction Supplemental Program Information

teacher to provide additional Morning program support to 4th grade ELLs and transitional ELLs who are preparing for the NYS Science Test. Two ESL teachers and one upper grade Science teacher meet for one hour of professional development prior to the start of the program. Based on the vocabulary, content concepts and language structures needed for science instruction, ESL teachers model and provide explicit strategies and best practices to reach all entry points. During the instructional sessions, teachers work collaboratively to support students in their acquisition of scientific language and concepts. As well as whole class instruction, teachers provide small group instruction and support, and individual support as needed. Our science teacher provides all texts and materials for hands-on activities that support student learning in the classrooms and in the science lab.

AFTERNOON PROGRAM/OPEN DOORS WORKSHOPS: P.S. 107 holds Open Doors workshops which are open to all Grade K – 5 ELLs and their parents. Workshops are held once a month after school (2:30 to 4:00 p.m.) from October through May. The workshops are collaboratively presented by two certified ESL teachers, one Science teacher, one Art teacher and our Parent Coordinator. ESL, Science and Art teachers meet for approximately one hour of professional development prior to each workshop. Based on the vocabulary, content concepts and language structures needed for each specific workshop content, ESL teachers model and provide explicit strategies and best practices to reach all entry points. Each Open Doors workshop focuses on a specific activity in art or science, and encourages authentic communication based on hands-on activities. For example, the Ecosystems workshop focuses on the interdependence of organisms. During the lesson, teachers introduce vocabulary and model language structures needed to support students in their speaking and writing. Then students follow directions to create their own terrarium with sand, soil, rocks, plants and an insect to take home. There is a culminating group discussion and writing activity to reinforce the lesson. Parents are encouraged to accompany their children in order to experience an academic activity in the school setting.

### 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: At P.S. 107, professional development is connected to our school-wide instructional focus: using assessment to drive targeted learning experiences. Using the iReady Diagnostic program in the morning, our two ESL teachers pinpoint specific areas of need for each ELL. The ESL teachers share this data to advise and support grades, teachers and instructional teams with ESL strategies to target ELL gaps and improve outcomes. Our two ESL teachers also provide professional development to Art and Science teachers in order to deliver before- and after-school programs that conform with best ESL practices and support our students in their acquisition of content-specific vocabulary and language forms. One hour of PD will be provided to the Science teacher prior to Morning Science program. Approximately one hour of PD will be provided to the Art teacher and Science teacher prior to each Open Doors workshop.

Our lead ESL teacher attends professional development offered by CFN 204, and turnkeys the information to staff. ESL professional development support is available to all personnel including all classroom teachers, out-of-classroom teachers, service providers and paraprofessionals. This is done on

### Part C: Professional Development

a school-wide basis, on a grade-level basis, and on an individual needs basis. ESL teachers are active RTI members who model and provide strategies in the RTI model for all students. ESL teachers provide new teachers and service providers with training in ESL strategies in order to support their professional growth and impact student achievement.

Common preps, the 80-minute block for training and weekly RTI meetings allow ESL teachers the flexibility to deliver PD depending on scheduling and availability. Election Day, Chancellors Day and three paraprofessional workshops during the year are also available for professional development delivered by ESL teachers. Additional PD days are pending budget, scheduling and availability. ESL teachers provide and model school-wide personnel with guided practice of ESL strategies such as "juicy sentences," BICS/CALP wordplay, deconstruction/reconstruction of text, discussion and questioning. ESL teachers also provide scaffolding supports such as previewing text, pre-teaching content-specific vocabulary and the use of graphic organizers.

### Part D: Parental Engagement Activities

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

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

Begin description here: The P.S. 107 school community enjoys a high level of parent involvement among ELLs and non-ELLs alike. Our school is a welcoming environment for students, families and visitors. Our PTA enjoys a large and committed membership who contribute their time and energy to many projects that benefit our school and school community. Our Parent Coordinator creates, organizes and facilitates many opportunities for parent and family involvement in the way of day- and night-time and weekend workshops. All parents are invited to attend all workshops, activities and clubs that are offered at our school. Some of the workshops held at P.S. 107 are Coffee & Curriculum, Daddy and Me, Build-a-Kite, Bullying Prevention, Preparing for New York State tests, Family Fun Day, Family Craft Nights, Successful Parent-Teacher Conferences, Understanding ARIS, Organizing your Child, Teaching Good Manners, Movie Night, Candyland, Gingerbread Houses and Adult Book Club. We also make two trips per year to Broadway shows. In particular, ELL parents participate in school activities because P.S. 107 does not let language act as a barrier to a full and representative community. Weekly emails are sent to all families by our parent coordinator highlighting free or low-cost local activities. Parent notices and other documents go home in the preferred language of communication, and bilingual staff are available to assist ELL families. At P.S. 107, communication between school and all parents is full, open and ongoing.

For specifically ELL-focused parent involvement, our school hosts Open Doors workshops. The focus of the workshops is academic, but it is open to all ELL parents or guardians. This serves as a way to support and celebrate ELL parent involvement, as parents are able to experience their children at work in a learning situation and also enjoying a hands-on activity. They are also encouraged to inquire about their children's science and art curriculum. Workshops are held once a month after school from October through May and presented collaborative by ESL teachers, Art and Science teachers, Parent Coordinator and bilingual Paraprofessionals (for parent translation purposes). Refreshments are provided.

**Part D: Parental Engagement Activities**

Workshops include the Ecosystem Terrariums, Thanksgiving History with Cranberry Sauce, March Winds and Kite-Making, Lunar vs. Solar Calendars and Lanterns, and others.

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

**Part E: Budget**

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

Allocation Amount: \$16884

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$11,818.80 Per Session</u>	<u>229.5 hours of per session for ESL, Art and Science teachers x \$51.51 (incl. fringe) = \$11,818.80</u>  <u>* 33 hours for ESL teachers to provide PD to Art &amp; Science teachers</u> <u>* 97.5 hours for ESL teachers to deliver Morning ESL Program</u> <u>* 48 hours for ESL, Art and Science teachers to deliver Open Doors Workshops</u> <u>* 51 hours for ESL and Science teachers to deliver Morning ESL Science Program</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$1,688.40 Parent Involvement</u>  <u>\$3,376.80 Supplies &amp; Materials</u>	<u>Parent Involvement - Materials for Open Doors:</u> <u>* food supplies for cooking, soil and containers for ecosystems, solar system model for calendar systems, etc. @\$100 per workshop = \$800</u> <u>* refreshments for participants \$250</u>  <u>Supplies &amp; Materials for Morning Program:</u>

**Part E: Budget**

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

Allocation Amount: \$16884

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>* Renewal of 50 Reading Eggs student subscriptions @ \$371.20</u> <u>I-Ready subscriptions for ELLs and former ELLs @ \$3644</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>\$16,884</u></b>	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>25</b>	Borough <b>Queens</b>	School Number <b>107</b>
School Name <b>Thomas A. Dooley Elementary</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Lori Cummings</b>	Assistant Principal <b>Patricia Howell</b>
Coach	Coach
ESL Teacher <b>Elizabeth Watts</b>	Guidance Counselor <b>Nora Tomei</b>
Teacher/Subject Area <b>Jean Clinton/ESL</b>	Parent <b>Karen Chau</b>
Teacher/Subject Area <b>Natasha Mijatovic/IEP</b>	Parent Coordinator <b>Ourania Malandrakis</b>
Related Service Provider <b>Barbara Kessler</b>	Other <b>Denise Smith/SAF</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>899</b>	Total number of ELLs	<b>136</b>	ELLs as share of total student population (%)	<b>15.13%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	38	30	20	16	19	13								136
SELECT ONE														0
<b>Total</b>	<b>38</b>	<b>30</b>	<b>20</b>	<b>16</b>	<b>19</b>	<b>13</b>	<b>0</b>	<b>136</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	136	Newcomers (ELLs receiving service 0-3 years)	120	ELL Students with Disabilities	35
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	120	1	28	16	0	10	0			136
<b>Total</b>	<b>120</b>	<b>1</b>	<b>28</b>	<b>16</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>136</b>

Number of ELLs who have an alternate placement paraprofessional: 8

### C. Home Language Breakdown and ELL Programs

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

\*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			
	ELL	EP																				
SELECT ONE																				0	0	
SELECT ONE																					0	0
SELECT ONE																					0	0
<b>TOTAL</b>	<b>0</b>																					

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	7	7	3	8	1								31
Intermediate(I)	9	6	2	6	1	1								25
Advanced (A)	16	7	7	10	4	9								53
Total	<b>30</b>	<b>20</b>	<b>16</b>	<b>19</b>	<b>13</b>	<b>11</b>	<b>0</b>	<b>109</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	0	2	4	1	0	2	11
8									0

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

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

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At P.S. 107, Fountas and Pinnell is the primary literacy assessment tool used to generate data about early literacy skills for all students including ELLs. The Fountas and Pinnell assessment system provides teachers with an overall reading level, which is determined

by combining data on accuracy and comprehension. In extremely general terms, ELLs are usually assessed at levels that are somewhat behind their grade-level peers due to their limited understanding of academic language and content area concepts, which affect overall reading comprehension. Therefore, instruction for ELLs focuses on reading comprehension strategies as well as word identification and accuracy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
In Kindergarten, students at P.S. 107 tend to fall mainly into the Advanced category. Beginner/Intermediates may be accounted for by the number of non-English speaking households of the Kindergarten students who enroll in our school. Children with any English proficiency tend to do well on the LAB-R due to the emphasis on oral language that characterizes the K-level LAB-R. Moving to the 1st grade data, proficiency levels are determined by the NYSESLAT taken at the end of Kindergarten. LAB-R and NYSESLAT are two different and unaligned assessment instruments. NYSESLAT is more academically challenging than LAB-R with a greater emphasis on print conventions and higher order cognitive skills. By the end of 1st grade, and after two years of ESL instruction, most children are passing out followed by scoring Advanced. Moving through the upper grades, numbers of Beginners tend to be accounted for by new arrivals and 12:1:1 Special Education ELLs. An overall pattern for all grade levels is that for the most part, students move up through the proficiency levels at an expected rate. Students are classified at Advanced levels in Listening and Speaking at a higher rate than Reading and Writing. This follows the expected acquisition pattern of BICS before CALP.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Teachers review available data (e.g. LAB-R scores, NYSESLAT scores) and determine the best course of action for each student. Based on this student data, instructional groupings are created so that the most effective instructional delivery may occur. Using raw scores from NYSESLAT helps our school staff identify the areas of most need for each student. Small-group targeted instruction is the focus of our ESL program.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. Looking at NYS test results, it is immediately apparent that ELLs at P.S. 107 unsurprisingly perform better on NYS Math than they do on NYS ELA. Lower test scores overall in ELA as compared to Math are due to several factors. First of all, English is not the native language of ELLs taking this test. CALP has not been acquired to the extent needed to perform at a Level 3 or 4 on this assessment. Secondly, ELLs in 4th and 5th grade fall into two categories: students who are in their first three years of ESL services (i.e. students who were formerly exempt from ELA) and ELL-SWDs who exhibit overall academic deficiencies. In terms of Native Language versions of State tests, numbers are too small to generalize. More English- than Native-language versions of tests were taken in Math (37 vs. 9) with a result of 12 scores of 3 or 4 in English but no scores of 3 or 4 in Native language. State testing in spring 2013 was a challenge for all students, not just ELLs.
    - b. Our school does not administer the ELL periodic assessments. Our students participate in school-wide periodic assessments. Results of periodic assessments are shared with teachers of ELLs in order to make teachers aware of the areas of most need, and to tailor instruction accordingly. Materials and strategies are shared among ESL teachers and other staff to maintain school-wide consistency of focus.
    - c. Reading and Math Periodic Assessments generate data about all our students including ELLs. ELLs participate in Periodic Assessments which are given in English. The data tend to reinforce what is already known about our students, yet, we continue to look at the data in order to refine our instructional practices, especially when the item analyses are reviewed.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We consider the deficits we see in ELL students and consequently apply instructional practices that best meet those needs. RTI team

including ESL teachers comes together regularly and reviews students who have been identified by their teachers as students in need of additional support. Both ESL and intervention strategies are implemented to support both ELL and non-ELL students.

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

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

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

**Not applicable to PS 107**

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

At P.S. 107, 89% of ELLs are within their first three years of service. The remaining 11% are receiving extended servicing. Our ESL program demographics reflect normally expected patterns of language acquisition in elementary education students. We evaluate the success of our students based on quantifiable and qualitative data. First, we use various quantifiable assessment data to gauge different factors. Some of these factors include English language proficiency levels (results of NYSESLAT); reading levels (results of Fountas and Pinnell assessments) and content area knowledge (results of NYS ELA, Math and Science tests). Next, we utilize qualitative data to integrate the numbers with the actual students in our charge. Conferencing, conversations, anecdotal records, student portfolios, and our relationships with students and their families provide a wellrounded picture of our ELL population. Formative and summative data inform our decisions in how to place students in appropriate groupings and what to focus on in instruction. Based on the data, our students have made great strides in Listening and Speaking, but still need extra support in the academic areas of Reading and Writing, especially considering the new demands of the Common Core Learning Standards. Given this, we will improve our instructional practices in order to support the success of our ELLs in academic areas.

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

entitled ELLs, appropriate next steps are taken to inform parents of their status. The running of ATS reports also alerts ESL teachers to the presence of ELLs new to our building who have transferred from other NYC schools.

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

As soon as LAB-R hand scores are available, ESL teachers send language-specific entitlement letters and Parent Brochures from the EPIC toolkit home, inviting parents to come to school to view the multilingual DVD explaining program choices, and to make their selection via the Parent Survey and Program Selection form. ESL teachers, ELL parents and bilingual staff enjoy good community relations at P.S. 107, so that parents are comfortable setting up appointments to learn more about our program and to have their concerns regarding program selection addressed. To ensure best compliance, and for the convenience of all parents, we hold morning and afternoon workshops with bilingual staff on hand where parents can view the DVD and complete the survey. An agenda and attendance sheet with selections noted is maintained in ESL office. We collect all Parent Survey and Program Selection forms, and enter the information in ELPC in ATS. The forms are then filed in the child's permanent CUM folder. For parents who choose not to come to school to attend Parent Choice DVD screenings, a letter is sent home in the native language with a parent brochure reiterating the importance of viewing the informational DVD, whether at school or on the DOE website, and completing the survey on behalf of their child(ren). If no response is forthcoming, we attempt telephone contact and also continue to send letters and forms home to request that parents come to school to view the video and submit forms. We have achieved a 94% response on Program Selection Forms for the past three school years.

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The results of the Parent Choice paperwork indicate that most parents choose the ESL program offered at P.S. 107. Numbers of non-ESL choices within the top home languages vary from year to year, but have not approached a number appropriate or required for a Transitional Bilingual or Dual Language class. For example, in 2013 there were a total of 22 parental choices for alternatives to the ESL program in the top three home languages in our school (Spanish, Chinese, and Korean). However, the single largest language/program request within the 22 responses was for Dual Language in Chinese (8 responses only). This trend of having fewer than 15 students in two contiguous grades has continued for the past five years or more. The amount of requests for alternative programs has not met the requisite number to create a new program.

This year, 43% of parents chose ESL, while 33% chose TBE and 24% chose Dual Language (numbers reflect all grades of K-5, not contiguous groupings). The majority of P.S. 107 parents request our school's ESL program. For parents who want to pursue Transitional Bilingual or Dual Language placement, information about alternative programs in the district is shared by ESL teachers and other bilingual staff. Once parents have visited our school, met with teachers, and become part of the P.S. 107 community, they are reluctant to leave in pursuit of alternative language programs. We will continue to monitor parent choice on a yearly basis to make sure that we are in alignment with parent preferences.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

At P.S. 107, ESL instruction is delivered via the pull-out model. Non-English speaking Beginners are pulled out in age/grade-appropriate groupings for the mandated 360 minutes per week of instruction. Advanced ELLs are pulled out in age/grade appropriate groupings for the mandated 180 minutes per week of instruction. ESL and classroom teachers meet on a regular basis in order to align curriculum and instruction to maintain school-wide consistency of focus. The basic program model at P.S. 107 tends to be homogeneous since we group our students according to grade and proficiency level.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

ESL instruction is delivered by certified ESL teachers in the pull-out model. Small groups of ELLs arranged homogeneously receive instruction in the four modalities based on the mandated number of instructional minutes required by CR Part 154.

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL teachers are constantly aware of the four developing modalities of all our students. Instruction is guided by the knowledge that we need to assist our students with listening and speaking, not just reading and writing. Our own observations, conference

notes and teacher-created assessments combined with Fountas & Pinell running records and city-wide assessments all contribute to our knowledge about our students.

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

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

All newcomer ELLs receive mandated ESL instruction as per CR Part 154 regulations. Newcomers who arrive in grades 3-5 are encouraged to take advantage of P.S. 107's Title III Morning Program which provides additional support for our ELLs as they prepare to participate in NYS assessments (i.e. ELA, Math and Science). At P.S. 107, teachers provide newly-arrived ELLs with more English-proficient speakers as buddies. This helps lower the affective filter for language acquisition. In addition, bilingual picture dictionaries and dual language glossaries are in place to help support new learning.

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

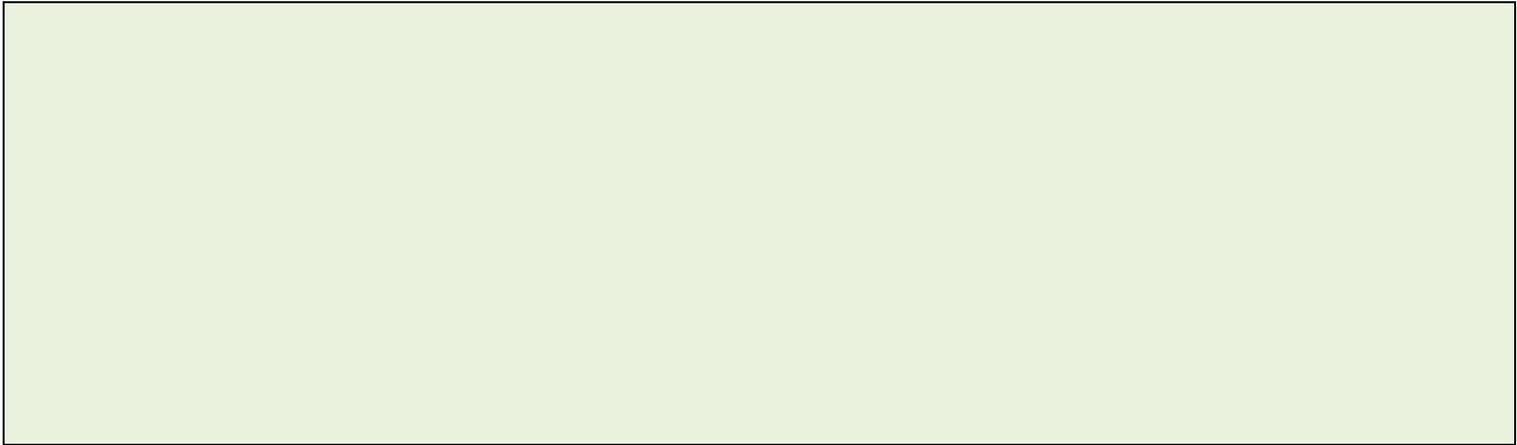
At P.S. 107 there are no students who have completed 6 years of ESL instruction. We continue to monitor our population and plan for their distinct needs as individual situations arise.

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

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

P.S. 107 students with disabilities including cognitive and physical special needs, medically fragile students, etc. who are identified as ELLs are included in the mainstream ESL program based on collaborative judgment between ESL teachers and our school's Health Coordinator. Both ESL and Special Education strategies and instructional methods, such as scaffolding, building background knowledge and differentiation, are utilized in order to maximize the educational benefit to these children based on their individual learning needs. Grade-level materials are provided with additional support such as deconstructing/reconstructing of text in order to support growth in content-area knowledge. These materials combined with the instructional strategies support English language development.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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



**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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**

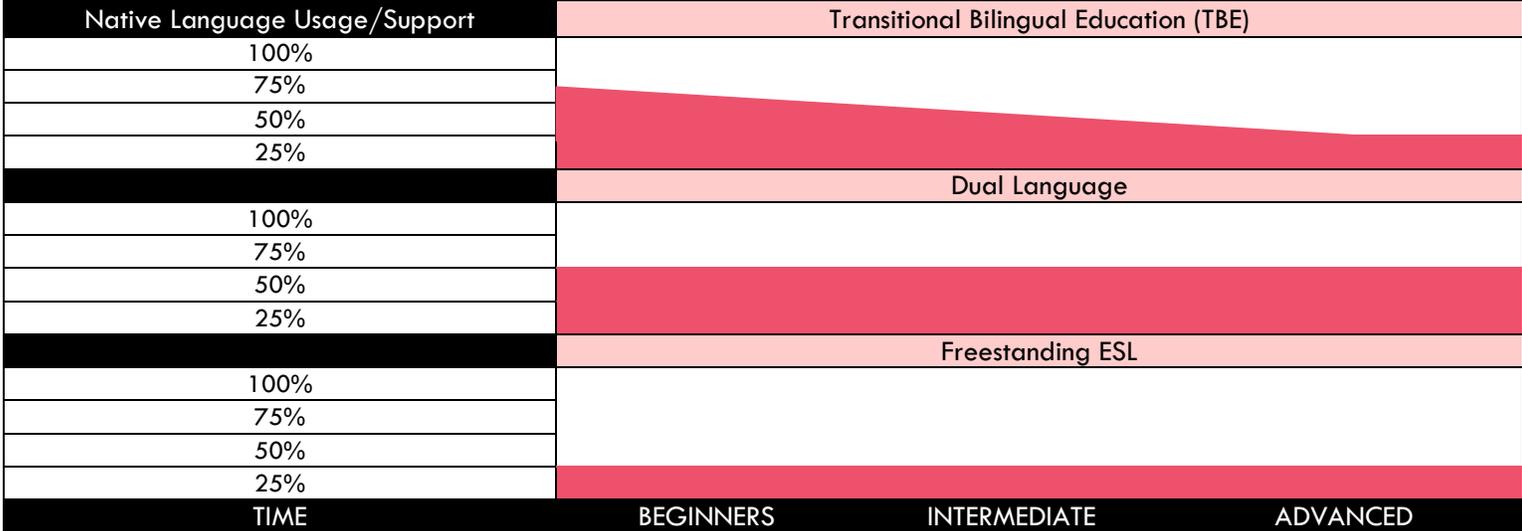
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

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

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

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

In order to meet the needs of our ELLs in content and language development, we first look at the various quantifiable assessment data to gauge different factors. Some of these factors include overall language proficiency levels (results of LAB-R and NYSESLAT); reading levels (results of Fountas and Pinnell assessments) and content area knowledge (results of NYS ELA, Math, Science and pre-assessment benchmark tests).

Next, we utilize qualitative data to integrate the numbers with the actual students in our charge. Conferencing, conversations, anecdotal records, student portfolios, and our relationships with students and their families provide a wellrounded picture of our ELL population. Formative and summative data inform our decisions in how to place students in appropriate groupings, what to focus on in instruction and how to continue to best meet their needs.

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

P.S. 107 continues to utilize the Imagine Learning English software program for use with our upper-grade ELLs in order to increase grade-appropriate vocabulary and literacy skills. This program includes individual assessment and tracking, and provides progress reports that can contribute to appropriate differentiation of instruction. In addition, we use a second software program for use primarily with lower grade ELLs called Reading Eggs, an affiliate of Study Island. Reading Eggs is web-based and can be used outside of the school building. Many students use the program at home after school, over the summer, and during school breaks. We see gains in literacy skills such as letter identification, letter-sound correspondence and other phonics skills. This year, we are considering adding additional academic intervention and support for our ELLs in the form of a morning or afternoon program to develop language and academic skills, pending current budget review.

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

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

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

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

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

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

Materials used to aid instruction of ELLs include picture dictionaries in Chinese, Korean and Spanish; realia; picture and photo cards; manipulatives; Reader's Theater; and leveled readers. Materials used in the ESL program include a large library of non-fiction trade books that support language development while delivering information in the content areas such as Social Studies and Science. Imagine Learning software is fully implemented for all ELLs in upper grades. Reading Eggs software is fully implemented for all ELLs in lower grades. In addition, computers and computer learning software is utilized in small-group ESL instruction. Classroom teachers are also encouraged to allow ELLs time on classroom computers visiting language learning sites such as [www.esl-kids.com](http://www.esl-kids.com), [www.everythingESL.net](http://www.everythingESL.net), [www.starfall.com](http://www.starfall.com), and other appropriate educational websites previewed by ESL teachers. Native language support is provided by bilingual dictionaries and glossaries, translation websites and bilingual staff.

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

In our ESL program, bilingual dictionaries and glossaries in our community's major home languages are available to students. In addition, translation websites and bilingual staff including bilingual paraprofessionals are available to help our children communicate. Children are always encouraged to bring native language materials to school to share with teachers and classmates, and to aid in the transitional period of adjustment they experience as newcomers. Bilingual staff are on hand to support students and their families. In addition, ESL teachers encourage ELL families to maintain the use of their L1 at home in order to promote literacy skills that transfer from the native language to English.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before the beginning of the school year, teachers and other staff are not available to work with ELLs. Once school begins, and ELLs are identified, they are pulled for ESL services. In addition, we provide bilingual picture dictionaries and NYSED math and science glossaries as appropriate. Newly-identified ELLs are enrolled in the appropriate computer program and their teachers supplied with beginner packets of activities (colors, days, etc.)

18. What language electives are offered to ELLs?

Not applicable.

19. For schools with dual language programs:

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

Not applicable.

## C. Professional Development and Support for School Staff

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

1. ESL professional development support will be available to all personnel including all classroom teachers, out-of-classroom teachers, service providers and paraprofessionals. P.D. schedule includes meetings during Inquiry Team (weekly), grade conferences and faculty conferences (monthly); professional development on Election Day, Brooklyn-Queens Day and three paraprofessional workshops during the year. In addition, there will be twenty Teachers College staff development days, with ten sessions for upper grades and ten sessions for lower grades. These staff developers take into consideration our ELL population and provide strategies, scaffolds and support to our staff so our students can be successful. A major focus for professional development this year is providing access and entry points for all students to the curriculum through the classroom environment. ESL teachers support other personnel in this schoolwide focus by providing environmental support strategies in the form of visual aids, sharing strategies such as "juicy sentences," BICS/CALP wordplay and deconstruction/reconstruction of text, as well as scaffolding supports such as previewing text, pre-teaching content-specific vocabulary and the use of graphic organizers.

2. ESL teachers attend various professional development training sessions throughout the year. This includes ELL Liaison/Instructional Lead Meetings, and training provided by The Office of English Language Learners. These sessions are solely focused on engaging ELLs and providing access to the Common Core Learning Standards. Information and strategies learned from these workshops and trainings are then shared at P.S. 107's Instructional Lead meetings, where lead representatives from each grade can then circulate and implement these ESL strategies and techniques among their grade level teams.

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

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

## D. Parental Involvement

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

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The P.S. 107 school community enjoys a high level of parent involvement. Our school is a welcoming environment for students, families and visitors. Our PTA enjoys a large and committed membership who contribute their time and energy to many projects that benefit our school and school community. The PTA board is a microcosm of our school in diversity of culture and language. Our school lobby has a P.S. 107 Family bulletin board covered with photographs of our children and families participating in our many parent involvement activities. Our Parent Coordinator creates, organizes and facilitates many opportunities for parent and family involvement in the way of day- and night-time workshops. Some of the workshops held at P.S. 107 are GO Math, Open Doors ELL (parents & children workshops), Bullying Prevention, Preparing for New York State tests, Family Craft Night, Effective Parent-Teacher Conferences, Understanding ARIS, Movie Night, Candyland, Adult Book Club, Parent and Child Book Club, and Parent ESL classes for beginners and intermediate learners. P.S. 107 also holds workshops on Saturdays, such as Daddy and Me, Build-A-Kite, and Family Fun Morning. We also make two trips per year, one to Carnegie Hall and one to Cirque du Soleil/CitiField. This year, P.S. 107 has received a grant from the Center for Arts Education: Parents as Arts Partners, specifically for Kindergarten ELLs with the goal of increasing language and vocabulary, and building community. ELL parents participate in school activities because P.S. 107 does not let language act as a barrier to a full and representative community. Parent notices go home in the home language and bilingual staff are available throughout the day as well as at night-time workshops to assist ELL families. At P.S. 107, communication between school and all parents is full, open and ongoing. Our staff and parents keep in touch in many ways: appointments, conferences, email, telephone meetings, classroom newsletters and the school bulletin Guidepost.

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

We partner with the Center for Arts Education as well as the Queens public library, Queens Museum of Art, Queens Historical Society and Urban Park Rangers to create opportunities for student and family involvement in our P.S. 107 school community.

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

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

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

We address the language, curricular, parenting and community needs of all families in the P.S. 107 community. All languages, cultures and experiences are honored. Our parents want to be involved in their children's educational life. Due to the variety of parent involvement activities found at our school, parents' needs are well met, which is reflected in our school's Learning Environment survey. Of parents who responded, 94% were satisfied or very satisfied with their opportunities to be involved in their child's education, and 95% were satisfied or very satisfied with how well our school communicates with them. Based on this data, we conclude that our parental involvement activities address the needs of our parents.

### **E. Additional Information**

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

Paste response to question here:

School Name: **Thomas A. Dooley**

School DBN: **25Q107**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lori Cummings	Principal		12/9/13
Patricia Howell	Assistant Principal		12/9/13
Ourania Malandrakis	Parent Coordinator		12/9/13
Elizabeth Watts	ESL Teacher		12/9/13
Karen Chau	Parent		12/9/13
Jean Clinton / ESL	Teacher/Subject Area		12/9/13
Natasa Mijatovic / IEP	Teacher/Subject Area		12/9/13
	Coach		12/9/13
	Coach		12/9/13
Nora Tomei	Guidance Counselor		12/9/13
	Network Leader		12/9/13
Barbara Kessler	Other <u>Speech Teacher</u>		12/9/13
Denise Smith	Other <u>SAF</u>		12/9/13
	Other _____		12/9/13
	Other _____		12/9/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 25Q107 School Name: Thomas A. Dooley

Cluster: 2 Network: CFN 204

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

### **Part A: Needs Assessment Findings**

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

We utilize the Home Language Identification Survey during the registration process. At that time, we determine not only the child's language but also the preferred language of communication of the parent which may be different than the child's. The child's language is captured in ATS. But ESL teachers keep records of parents' preferred language of communication, and we share this information with Parent Coordinator and other personnel. We utilize this information throughout the school year to ensure optimal communication between school and parents.

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

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

## Part B: Strategies and Activities

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

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

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

We provide oral interpretation by utilizing our multi-lingual in-house staff, parent volunteers, and on occasion the NYC DOE Translation & Interpretation Unit. Parent and staff volunteers provide translations when necessary on an immediate needs basis. This contributes to building a strong sense of community. We also use the translation phone service when needed.

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

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

