

## 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.

### Part A: School Information

Name of School: Public School 107x

DBN: 08X107

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

NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

Before school       After school       Saturday academy

Total # of ELLs to be served: 34

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

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

## Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 5

# of certified ESL/Bilingual teachers: 1

# of content area teachers: 4

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: After careful review of the New York State English as Second Language, (NYSESLAT), MOSL and New York State Assessments, English Language Learners here at PS 107 are having immense difficulty in reading comprehension and writing. The NYSESLAT data for students who have scored at the advanced level for two consecutive years reveals that writing is the area that they score the lowest in each year. The math data for our school ELLs shows that less than 30% of students are scoring on grade level in Math. Students need extra support and practice with reading comprehension, writing skills and math academic language. Therefore, a critical need exists to create a program with an afterschool and Saturday ELL program. The Saturday program will provide opportunities for students to engage in language and literacy experiences to enhance their listening, speaking, reading, writing and math skills. The Afterschool Program will provide opportunities for students to engage in literacy activities that promote reading as a fun and interactive experience. Parents will also be invited to attend the afterschool program where language learning strategies will be implemented with students and parents will be able to learn strategies while reading with their children. For the Saturday Academy, we will use the push in model, where one certified ESL teacher will rotate for 45 minutes in the classes taught by four common branch teachers. Students will have opportunities to engage in that activities that will enhance their grade level vocabulary, following directions, activate prior knowledge, understand numbers and symbols, sequence, make text to text and text to self connections, identify vocabulary in context and correct sentence structure.

### Subgroups and Grade Levels

The afterschool program will support 35 ELL on grades K-5. The Saturday Program will support 28 ELLs on grades 2-5.

### Schedule and Duration

The afterschool program will begin on January 14, 2015 and conclude June 5, 2015. It will occur on Wednesdays, Thursdays and Fridays from 2:20pm to 5:20pm, with a total of 50 sessions. Saturday Academy will commence on December 6, 2014 thru June 13, 2015. from 9:00am to 12:00pm, with a total of 20 sessions.

### Language of Instruction

The instruction will provided in English with home language support resources.

### Certified Teachers

There will be one certified ESL teacher to provide instruction for the Afterschool program. There will be one certified ESL teacher and four certified Common Branch teachers for the Saturday Program.

## Part B: Direct Instruction Supplemental Program Information

### Materials

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

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

## Part C: Professional Development

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

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

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

### Teachers to receive training

All teachers and staff in the school building ( 35 in total) will be included in the professional development activities.

### Schedule/Duration

The professional development will begin in December 2014 and continue through June 2015. There will be one workshop planned each month for one hour. Additional professional development opportunities will be provided by a learning partnership with the Network, with specific interest in learning styles, differentiating instruction and using data to influence planning.

### Topics to be Covered

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

Topics: Strategies for enhancing Instruction through Planning,  
Strategies for supporting student Involvement  
Strategies for building Vocabulary and Fluency  
Strategies for Building Comprehension

Providers: The Achievement Coaches along with the support of one certified ESL teacher will provide workshops for the staff

**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: In previous years, parents have received training on using ARIS to access data on their child. During parent conferences teachers have expressed concerns that parents need more training in using technology for its basic functions in order to successfully access ARIS data independently. After accessing this data, parents requested assistance with locating and utilizing resources online to assist their children with homework and building literacy/math skills. The workshops will support the parents needs with technology.

Schedule/Duration

There will be one workshop scheduled monthly starting January 2015 and continue to June 2015. Each workshop is 1.5 hours in length topics to be covered.

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

Provider: The achievements coaches along with support of the ESL teacher will provide the workshops. All handouts will be translated into parents' native language. An interpreter will be provided during each parent workshop.

Notification, Parents will be notified through notices that will be sent home with students. The dates for workshops will also be placed on the school website, and monthly calendar sent home to parents. All communication notices will be translated to each parents' home language.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
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>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**  
**TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS**

<b>DBN: (i.e. 01M001):</b>	<b>08X107</b>
<b>School Name:</b>	<b>P.S. 107X</b>
<b>Principal:</b>	<b>KATHERINE O. HAMM</b>

**Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: Academic Intervention Services (AIS)**

**Section 5: Expanded Learning Time (ELT)**

**Section 6: Title I Program Information**

**Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Public School 107X School Number (DBN): 08X107  
School Level: Elementary Grades Served: PreK- 5  
School Address: 1695 Seward Avenue  
Phone Number: 718-860-8760 Fax: 718-860-8771  
School Contact Person: Katherine Hamm /  
Victoria Najera Email Address: [Khamm2@schools.nyc.gov/](mailto:khamm2@schools.nyc.gov)  
[vnajera@schools.nyc.gov](mailto:vnajera@schools.nyc.gov)  
Principal: Katherine Hamm  
UFT Chapter Leader: Cecilia Rivera  
Parents' Association President: Jackee Kritchman  
SLT Chairperson: Jackee Kritchman  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 08 Superintendent: Dr. Karen Ames  
Superintendent's Office Address: 1230 Zerega Ave Bronx, NY 10462  
Superintendent's Email Address: [kames@schools.nyc.gov](mailto:kames@schools.nyc.gov)  
Phone Number: 718-828-6653 Fax: 718-828-6239

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: N401 Network Leader: Shenean Lindsay

## 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 School Comprehensive Educational Plan (SCEP) 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:

1. 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\*.
2. 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.\*\*
3. 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)
Katherine Hamm	*Principal or Designee	
Cecilia Rivera	*UFT Chapter Leader or Designee	
Jackee Kritchman	*PA/PTA President or Designated Co-President	
Andrea Hinnant	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	
Natalie Colon	Member/ Parent	
Jennifer Bacon	Member/ Parent	
Nadine Martin	Member/ Parent	
Evelyn Balance	Member/ Parent	
Donna Taylor	Member/ Teacher	
Sheryl Valentine	Member/ Teacher	
	Member/	

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

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

**Title I Appendix for SIG Cohort 4/5 and SIF Schools**

The SIG Cohort 4/5 and SIF plans are meant as tools 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 SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

**The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

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 SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans 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.

<b>The Six Elements of the Capacity Framework</b>	
•	<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.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<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.
•	<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.
•	<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.
•	<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 administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### 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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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 the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** 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 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** 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: 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Baseline assessments, MOSL Assessments, Periodic Assessments, State Exam(3-5), DRA2, Formative Assessments, Reading Conferences, Writing Conferences I-Ready(Online)	<b>Tier 1:</b> Guided Reading, Small group instruction, Shared Reading, Close Reading, Interactive Writing, Shared Writing, Response to Literature, Writing Units of Study <b>Tier 2:</b> Pull Out Reading Intervention, Teacher Assistant lead intervention, MyOn, ESL small group instruction	Whole class, Small group, one-to-one, push-in, pull-out	During the school day Reading: One period a day, four days a week Writing: One period a day, three days per week Tier 1 intervention/ small group instruction done throughout all ELA blocks, Tier 2: Provided during the school day by identified staff (ie. Reading Support Staff or ESL teacher
<b>Mathematics</b>	Baseline assessments, MOSL Assessments, Periodic Assessments, State Exam, Formative Assessments, Conferring notes, I-Ready(Online)	<b>Tier 1:</b> Guided Math, Small group instruction, supplemental programs <b>Tier 2/3:</b> GoMath Tier intervention, I-Ready(Online), V-Port Math	Whole class, Small group, one to one, push-in	During the school day Guided Math two times a week Tier 1 intervention/ small group done during the math block
<b>Science</b>	Baseline assessments, MOSL Assessments, Periodic Assessments, State Exam, Formative Assessments, Conferring notes	<b>Tier 1:</b> Science block, Science Enrichment <b>Tier 2:</b> Science enrichment with science cluster and Makeosity and LEAP consultants, science clubs	Whole class, Small group, one-to-one, pull out , push-in	During the school day, Science three times a week, additional science enrichment for selected classes one time a week, Science Club four times a week
<b>Social Studies</b>	Baseline assessments, MOSL Assessments, Periodic Assessments,Formative	Social Studies block, project based learning	Whole class, Small group, one-to-one, push in	During the school day, two times a week, selected classes push-in one

	Assessments, Conferring notes			day a week
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Parent Referrals, Teacher Referrals, Child Study Team, IEP, Outside Evaluation	<b>Tier 1:</b> Positive Behavior Intervention Support (PBIS), Principal's Book of the Month, School Assemblies, Student of the Week, Town Hall Meetings <b>Tier 2/3:</b> School Psychologist, Counseling, Social Work, Student Check-in/Check Out, Outside services	Whole class, small group, one-to-one	During the school day

## Section 5: Expanded Learning Time (ELT) Program Description

### (Required for All Priority Schools)

**Directions:** Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

#### Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Students will be engaged in specialized educational and enrichment programs that support their academic and social development as evidenced by increased attendance from 93.26% (13-14 SY) to 95% (14-15 SY) school wide, increased number of students meeting proficiency in ELA by 5% and in Math by 5%, and a reduction in the number of behavioral occurrences to no more than 60 for the 2014-2015 school year.

#### Part 2 – ELT Program Description

**Part 2a.** Identify the target population(s) to be served by the ELT program.

**DREAMERS Academic Program-** Serves students in grades third through fifth that demonstrate academic potential as evidenced by performance on state exams.

**DREAMERS Enrichment Program-** Serves students in grades third through fifth that demonstrate social and behavioral needs as evidenced by teacher referral and administrative observations

**READ Program-** Serves first graders and selected kindergarten students that demonstrate potential in reading as evidenced by placement tests and baseline DRA2 scores.

**Saturday Academy-** Serves lowest performing third of students in grades third through fifth that demonstrate needs for intensive intervention as evidenced by performance on baseline and state exams.

**Harmony Program-** Serves selected second grade students that demonstrate social and behavioral needs as evidenced by teacher referral and administrative observations.

**ASPIRA of New York-** Serves students in grades kindergarten through fifth grade not serviced by school based programs.

**LEAP (Learning through an Expanded Arts Program)-** Serves selected pre-kindergarten through second grade students that demonstrate social and behavioral needs as evidenced by teacher referral and administrative observations.

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including

opportunities for enrichment programs such as in music and art.

- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

- ***Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.***

Extended Learning Time programs provide students with a wide range of academic activities to develop skills in ELA and Math including tutoring, interactive games, and small group instruction. Students also participate in hands on experiences through chess (Project pawn), the arts (music, visual), science (Makeosity), technology, and physical activities (National Double-Dutch League, Soccer Champions Academy, Karate, Yoga, Dance, Basketball, and Track), and LEAP (Learning through Expanded Arts Program).

- ***Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.***

To increase overall attendance and capture interests, students are given choice in enrichment activities based on their own talents and preferences. Students are not permitted to participate in enrichment activities unless they attend all tutoring sessions.

- ***Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.***

All extended learning programs' core academic subjects are planned, taught, and supervised by NYS certified educators.

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
---	---	-----------	--	------------

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

At our school an effort is made to generate enthusiasm for and provide information about the variety of opportunities afforded to students during extended learning time. Parents are informed about our offerings at Back-to-School Night, Parent Teacher Conferences, PTA Meetings, Parents Meetings, Information Sessions, and on the School Website. We incentivize student participation and attendance by offering special activities.

### **Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Extended Learning Programs that are school based (DREAMERS, Saturday Academy, Early Childhood Enrichment) are implemented and supervised by administrators and a lead teacher. Organizations such as ASPIRA of NY, LEAP, Harmony, READ, and other community based enrichment programs (Soccer Champions Academy, National Double Dutch League, Project Pawn, Makeosity) organize and supervise their programs with input and guidance from school based personnel. School leaders meet regularly with leaders of community based organizations to coordinate and evaluate the success of extended learning time programs.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

#### ***School Based Programs:***

- *Human Resources:* NYS Certified Teachers, Lead Teacher, Building Supervisor, Tutors

- *Instructional Resources:* RALLY Education tutoring materials, basic school supplies, classroom space
- *Schedule Adjustments:* Extended day for staff and students 2:20 pm – 5:30 pm

**Community Programs:**

- Human Resources: NYS Certified Teachers, Mentors, tutors, Lead Teacher, Supervisor
- Instructional Resources: Computers, Musical Instruments, Art Supplies, Sporting Equipment, Classrooms, Robotic Kits, Cafeteria, Auditorium, Gymnasium, Soundview Park
- *Schedule Adjustments:* Extended day for staff and students 2:20 pm – 5:30 pm

**Part 3c.** Timeline for implementation and completion, including start and end dates.

Dreamers Program:

- Program Dates: 9/15/14- 5/15/15
- Frequency: Monday – Friday (Excluding holidays and vacations)
- Time: 2:20 pm – 5:30 pm

ASPIRA of NY Program:

- Program Dates: 9/15/14- 5/15/15
- Frequency: Monday – Friday
- Time: 2:20 pm – 5:45 pm

READ Program:

- Program Dates: 10/20/14- 1/21/15
- Frequency: Monday – Friday (Excluding holidays and vacations)
- Time: 2:20 pm – 5:15 pm

Harmony Program:

- Program Dates: 10/28/14- 5/15/15
- Frequency: Monday – Friday (Excluding holidays and vacations)
- Time: 2:20 pm – 5:15 pm

Saturday Academy:

- Program Dates: 10/4/14- 5/16/15
- Frequency: Saturday (Excluding holidays and vacations)
- Time: 8:00 am – 12:00 pm

Saturday Early Childhood Enrichment:

- Program Dates: 2/7/14- 5/16/15
- Frequency: Saturday (Excluding holidays and vacations)
- Time: 8:00 am – 12:00 pm

**Part 4 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	<b>21<sup>st</sup> Century</b>		<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>	X	<b>Grants</b>		<b>School Success Grant</b>		<b>In Kind</b>

List below any additional fund sources that will be utilized to support achievement of the goal.

- COMPASS Grant, ASPIRA of New York
- Private Grant, Harmony, for music instruction
- School Improvement Grant

**Part 5 – Progress Monitoring**

**Part 5a.** 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.

Dreamers and Saturday Academy (Grades 3-5)

- CCLS Benchmark tests will be used to indicate school progress towards meeting the specified goals. These will be administered in Fall 2014 and Spring 2015.
- Fall 2014 information in ELA and Math will be used to adjust lessons and differentiate instruction for the January 2015 – May 2015 ELT programs.

Read Program

- READ assesses their students and will provide data for students participating for fall 2014 program.
- The data will be used to indicate which students will continue on an intervention program and which students have meet the criteria for READ Alliance.

ASPIRA of NY

- ASPIRA assesses students who attend their program. This information is shared with the learning community. The information is used to plan lessons and differentiate the instruction for the students in ASPIRA of NY.

Harmony

- CCLS assessments will be used to assess students' progress for planning of lessons and differentiated instruction in ELA and Math.

**Part 5b. 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: 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
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
  - Section E. Instructional Staff under Sections II. & IV.
  - Section G. Organizational Plan under Section I. Training Support and Professional Development
  - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

### Part 1: Title I Status

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

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
----------	---------------------------------	--	---	--	--------------------

### 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.

- In accordance with NYCDOE standards for hiring all vacancies are posted within the school and on-line on the NYCDOE Teacher Resource. All resumes are screened by the administrative team for essential professional qualifications; candidates are invited to our learning community to conduct a demonstrative lesson, which is viewed by administrators and members of the selection team. Following the demonstrative lesson, candidates are engaged in a conversational debrief. Newly hired staff members are afforded the opportunity to plan and meet staff members and parents prior to the onset of the academic year. Furthermore to offset the challenge of working in an identified priority school, newly hired teachers are paired with an experienced staff member to act as a mentor. Additionally, newly hired staff members are afforded additional professional development opportunities.

#### 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).

- It is the belief of the P.S. 107 school community that ongoing professional learning is essential to ensure improved student achievement. Consistent with this belief, P.S. 107 has adopted Charlotte Danielson's Framework for Teaching as an observation tool for strengthening teacher practice through self-assessment, reflection on practice, professional conversation, infusion of expertise, and examining and refining feedback to teachers. During 2014-2015 school year, P.S. 107 staff focused on cultivating teacher competencies in Domain 1e (designing coherent instruction), Domain 3b (using questioning and discussion techniques) and Domain 3d (using assessment in instruction). Teachers are engaged in meaningful professional development activities to explore these competencies, including professional conversations about the framework; visitations to other network schools; and exposure to examples of effective pedagogical practice. During the 2014-2015 academic year, P.S. 107 will continue to utilize these competencies to facilitate professional conversations and reflection about teaching and learning systems, structures, strategies, and support for students. In addition, we will differentiate our repertoire of teacher development/support activities based upon individual pedagogical need, and expand our focus to build capacity in additional competencies.
- P.S. 107's block scheduling affords teachers the opportunity for daily common planning periods and weekly team meetings. Weekly grade level teams examine students' learning, devising instructional goals, learning rubrics and strategies to enhance instructional practice. Utilizing Webb's Depth of Knowledge (DOK) has

provided teachers with a vocabulary and a frame of reference when thinking about students and how they engage with content. The school will continue to develop capacity on the by including content area instructional coaches and professional development partnerships that enhance instructional practice.

### 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.).

- The transition plan used to assist preschool children from early childhood programs to the elementary school program include: student participation in school wide assemblies, specific early childhood enrichment programs such as LEAP: Learning through an Expanded Arts Program, student participation in school library program, student volunteers in the classroom, family workshops, family fun days are programmed before and during the school year (summer ice cream social with the teacher and families), back to school night, students transitioning from preschool to kindergarten attend PS 107's Summer Program in partnership with ASPIRA of New York for summer enrichment. Additionally, families are engaged in summer programs in partnership with Makeosity, New York Cares, and the New York City Public Library to engage families and kids in STEM related activities.

#### **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.

- In review of the 2013-2014 MOSL results, a professional development committee was developed and consists teachers, administration, and support staff. This team discusses and selects the multiple assessment measures and professional development for the school.
- The professional development committee meets monthly, to reassess student assessment data and professional development provided for staff on the use of this data for 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 (SCEP) 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	467,200	X	#15,
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	111,956	X	#12, #14
Title II, Part A	Federal	128,485	X	#16, #17
Title III, Part A	Federal	11,200	X	#8
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,704,227	X	#16, #17

**<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 7: 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 SCEP 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.

---

### 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 107X**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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 107X** 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 and Parent-Teacher Association
- 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 and 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 107X, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

District <b>08</b>	Borough <b>Bronx</b>	School Number <b>107</b>
School Name <b>Public School 107</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>Katherine Hamm</b>	Assistant Principal <b>Marisa Gonzalex/Helena Davis</b>
Coach <b>Lourdes Mercado</b>	Coach <b>Jevon Jones</b>
ESL Teacher <b>David Morales</b>	Guidance Counselor <b>n/a</b>
Teacher/Subject Area <b>Elizabeth Rende/4<sup>th</sup> Grade</b>	Parent <b>Maria Ramirez</b>
Teacher/Subject Area <b>Judy Hernandez/1<sup>st</sup> Grade</b>	Parent Coordinator <b>Annette Diaz</b>
Related Service Provider <b>Donna Taylor</b>	Other <b>n/a</b>
Network Leader(Only if working with the LAP team) <b>n/a</b>	Other <b>n/a</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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	507	Total number of ELLs	46	ELLs as share of total student population (%)	9.07%
--	-----	----------------------	----	---	-------

# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Push-In	2	2	2	2	2	2	0	0	0	0	0	0	0	12
self-contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>12</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	39	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	37	0	6	7	0	3	0	0	0	44

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		
<b>Total</b>	37	0	6	7	0	3	0	0	0	44
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	10	5	5	10	5	0	0	0	0	0	0	0	38
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	2	0	0	0	1	0	0	0	0	0	0	0	3
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1	0	0	1	2	0	0	0	0	0	0	0	4
<b>TOTAL</b>	<b>3</b>	<b>14</b>	<b>5</b>	<b>5</b>	<b>11</b>	<b>8</b>	<b>0</b>	<b>46</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)	1	4	0	2	2	1	0	0	0	0	0	0	0	10
Intermediate(I)	2	7	3	3	6	5	0	0	0	0	0	0	0	26
Advanced (A)	0	3	2	0	3	2	0	0	0	0	0	0	0	10
Total	<b>3</b>	<b>14</b>	<b>5</b>	<b>5</b>	<b>11</b>	<b>8</b>	<b>0</b>	<b>46</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	0	0	0	0	0	0	0	0	0	0	0	0	0

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	0	5	0	1	0	8
8	0	0	0	0	0	0	0	0	0

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	0	0	0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
P.S. 107 uses several assessment tools to assess the early literacy skills of our students, Fountas and Pinnell, DRA running records. Our data supports the need to differentiate instruction according to reading level. The data shows that ELLs need strategies to build fluency and comprehension in reading and and vocabulary to improve upon their writing skills. Our literacy program offers our

students opportunities and strategies to improve upon their skills. Key components to our instructional plan include: read alouds, shared reading and writing strategies, explicit and context embedded vocabulary development, guided reading and reading independently in just right books. Our instructional plan includes, building comprehension through scaffolding strategies and sheltered instruction instruction, increasing academic vocabulary through a context rich curriculum and writing strategies that focus on the writing process, (pre-writing, drafting, and revising, editing, and publishing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
An examination of students' results in the four modalities (listening, speaking, reading, and writing) across the proficiency levels and grades reveal a pattern that students normally score higher in listening and speaking than in reading and writing on the NYSESLAT and LAB-R exams. Reading and writing are the weaker areas, where most students fall in the beginning level on grades K-2. There are also a large number of students who are at the Intermediate and Advanced level in Reading and Writing on grades 3-5. Although students have began to move to Intermediate levels in Reading, the ELA results show that a significant number of students still scored at level one on the ELA exam.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The state did not release the spring 2013 NYSESLAT scores in combined modalities, as result the RNMR which is the ATS report that generates NYSESLAT scores in combined modalities are not available

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

All students are tested using the DRA. The DRA data reveals that 50% of ELLs in grades K-2 are not reading on grade level. These results lead us to believe that more instruction in vocabulary, phonics, and comprehension skills must take place on grades K-2. We have adopted the Core Knowledge Program for Literacy in our school. This program comes with components specifically for ELLs to help differentiate the exact stories and activities that all students are using for ELLs with a Sheltered Language Approach. The Core Knowledge Program also has phonics, spelling, and grammar components that will help push student achievement in writing portion of the NYSESLAT. Reading and writing is now also emphasized across all content areas. Teachers are also given words in the Native Language to use in content areas to help support students along with a bilingual glossary of frequent terms for each unit. For Math we are using Go Math alongside Math Steps. The Math data reveals that newcomer students, regardless of taking the Math exam in their Native Language, are not on grade level in Math. We have began using vocabulary picture cards in math, more manipulative use is emphasized during the Math period, and newcomer students focus on building basic math skills during extended day. All staff, common branch, counselors, and enrichment teachers are involved in the instructional process. During extended day three days a week for 50 minutes, new comers and SIFE students work on building basic math skills using the Teacher Assisted Instruction program for computation and Math Steps for problem-solving. All other ELLs are in small groups where they work on vocabulary and reading comprehension on Tues/Wed and focus on building math problem-solving skills on Thurs.

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

In addition to differentiated small group instruction during the school day, PS 107 has the following targeted intervention programs for students in ELA, Math, and content areas. STARS and STARSjr are conducted afterschool in small groups to supports our ELLs and other at risk students. Saturday Academy is offerd to ELLs in third, fourth and fifth grade targeting reading and writing.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
During common planning classroom teachers meet with the ESL teacher to discuss ongoing assessment to meet the ELLs needs.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
2. Upon registration, while parents/guardians are completing enrollment forms, Mr. Morales (Certified ESL Teacher/Coordinator) works with parents to complete the Home Language Identification Survey (HLIS). Mr. Morales takes the HLIS and begins to ask the parent/guardian the questions on the form in English. If the parent/guardian gives one answer from questions 1-4 and two answers from questions 5-8 indicating a language other than English, an informal oral interview is given. During the informal interview, Mr. Morales ask the parents specific questions about what school or country the child is coming from, what was the last grade completed, child's progress in other schools, if there were any interruptions during school years, what languages were used in those classrooms, and any if there were any support services given to the student previously. If the parent/guardian demonstrates limited English proficiency, we have staff available to assist the ESL Coordinator with conducting the interview. The staff member comes to the parent center, where the interview is conducted, and translates the questions provided by Mr. Morales in English/Spanish orally for the parent. We have one staff member who can translate into French Creole if any parent whose native language is French or Creole, she is Esther Shei, Special Education Teacher. After the completion of the HLIS and oral interview, if the student is identified as a possible LEP, the LAB-R (Language Assessment Battery Revised) is administered within the first 10 days of admission by Mr. Morales, ESL Coordinator. The student is taken out of their classroom during the first school period and taken to the ESL Coordinator classroom. While in this room, they are given the LAB-R for their grade. The student is given a speaking portion, a listening portion, and a reading and writing portion. The student is given as much time as needed to complete the exam. If the student is unable to complete all portions in one sitting, the student is administered the remaining sections the next day. If the student's home language is Spanish, then we also administer the Spanish LAB by Mr. Morales, ESL Coordinator. The student is given a speaking portion, a listening portion, and a reading and writing portion. The student is given as much time as needed to complete the exam. If the student is unable to complete all portions in one sitting, the student is administered the remaining sections the next day. The students exam answers are scored according to the LAB-R cut score chart, and if the student scores between:  
-Grade K (0-26)      -Grade 1 (0-33)      -Grade 2 (0-48)      -Grade 3 (0-53)      -Grade 4 (0-54)      -Grade 5 (0-58)
3. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
For students newly admitted who were identified as English Language Learners, the ESL coordinator contacts the parent/guardian by sending home a letter that describes the results of the LAB-R and invites the parents to a parent orientation, with details of date and time of the orientation. Parents are also contacted by phone by the parent coordinator two days before the parent orientation as a friendly reminder or to reschedule with parents who are unable to make it. The ESL teacher provides an orientation in English & Spanish, with translation provided by our Special Education Teacher in French, for parents where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explains program options in their home language with the parent coordinators assistance or other interpreters as needed. During the orientation, parents view a video that is presented in their home language, receive an explanation of programs and program requirements, and are given an opportunity to ask questions, which helps parents to choose an appropriate ELL program for their child. Parents who attend the workshops are also given a brochure in their home language of available language programs. At the end of the orientation, parents are then given a Parent Survey and Program Selection form to fill out where they make an informed program choice. The selection form is collected from every parent who attended. The ESL Coordinator makes a copy of each form that is collected. The original selection form is placed in a file in the file cabinet in the ESL classroom and the copy of the form is placed in the student's cum folder. Parents are sent a letter confirming the selection and placement of their students. For those parents who do not attend two consecutive workshops, a selection form is sent home with the student and a follow-up phone call is made where the orientation is conducted over the phone if a parent is unable to come to the school building during school hours and questions are answered. Parents are then encouraged to return the selection form to the school. If selection forms are not returned to the office, the ESL Coordinator waits before and after-school, when parents are bringing students, to discuss and receive the form from parents. After collecting these forms, the ESL Coordinator makes a copy, places original in file cabinet in ESL room, and a copy in student cum folder. Parents are sent a letter confirming the selection and placement of their students. Additional parent orientations

and outreach is done throughout the year as we receive newly enrolled ELLs

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

During the beginning of the year, NYSESLAT scores are downloaded from ATS. Mr. Morales and the Data Specialist review the NYSESLAT scores from the previous spring and evaluate each students' progress in each of the four modalities. Based on their proficiency level, the students then are grouped as Beginners, Intermediates and Advanced. The first group receive 540 minutes of instruction per week, while Intermediate receives 360 minutes and the Advanced receive 180 minutes of instruction per week. Differentiated instruction is provided to accommodate specific needs in each modality. A report is prepared by Mr. Morales that list each student who is enrolled in the school that took the NYSESLAT, along with their scores, and proficiency level. An entitlement letter is drafted for every student within the first 10 days of school. The report is used to distribute entitlement letters to the students that describes services that they will continue to receive during the upcoming school year as a result of the NYSESLAT. Students who were identified as Proficient, according to the NYSESLAT, receive a non-entitlement letter that describes the discontinuation of services as a result of the NYSESLAT in English and Spanish. A log is kept with distribution dates of the letter and a copy of the letter for each student is kept on file in the ESL classroom file cabinet.

5. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
6. Upon completion, collection, and review of Parent Survey and Program Selection forms, students are placed in requested program. If the parent selects ESL, students are grouped and placed in the appropriate class where push-in ESL services are being provided. Students are grouped heterogenously by grade level. For each child placed in a monolingual class receiving ESL services, a list of the students is maintained. This list is used to send letters to parents in their home language with the students' LAB-R score and it informs them that their child has been placed in an ESL program. Copies of the letters are kept in the ESL file cabinet. If parents select a Dual Language or TBE program, a letter in their home language is sent home that states the program that they selected along with the students' LAB-R score. The parent coordinator contacts the parent who selected TBE or Dual language to explain, in their home language, that we do not have either program and their selection form will be kept on file. She further explains that when we have 15 students between two contiguous grades who speak the same language and whose parents elect one of these programs, we will make arrangements for the opening of a bilingual program. All copies of letters sent are place in the ESL file cabinet. When parents complete the selection form, a report is kept with the Choice that parents have made by the ESL Coordinator for each school year. At the beginning and end of the school year, the report is analyzed by the ESL Coordinator and administration to monitor the trends in parent choice. The report data gives numbers for how many parents choose ESL or Bilingual Programs. Based on those calculations of parent choice, scheduling of programs for English Language Learners is determined and put in place for the school year. After reviewing the Parent Survey and Program Selection form for the last two years, the trend in program choices is English as a Second Language. Out of every 10 students who register in grades K-5, one parent elects to have their student placed in a dual language program. The parent selection form is kept on file in the school and it is noted on our Parent Choice Report.
7. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
8. Beginning in March, our school begins to prepare for the administration of the NYSESLAT. From the ATS, Mr. Morales, ESL Coordinator, prints updated admission/discharge reports, NYSESLAT eligibility roster, LAB-R eligible reports, NYSESLAT exam history report, Year of Services Report, and Class Rosters. A list of IEP testing accommodations is retrieved from the School Base Support Team (SBST). Using these reports, a preliminary list of students who are eligible to take the NYSESLAT is drafted. Letters are sent home to parents/guardians in English and Spanish, to notify them that their child will be taking the NYSESLAT in April. They also receive a copy of the NYSESLAT parent brochure in their Home Language. The ESL Coordinator distributes letters to teachers to notify them of the upcoming NYSESLAT exam. The ESL Coordinator works with all of the reports and draft of eligible students to create a NYSESLAT administration schedule. Students are grouped to take the NYSESLAT according to grade bands, K-1, 2-4, 5-6. There is never more than 10 students grouped to take the exam together. All portions of the exam are scheduled to take place between 8:30 and noon. The speaking portion of the NYSESLAT receives its own schedule where students are scheduled in 15 min intervals individually to be administered the NYSESLAT Speaking. Each week until the NYSESLAT exam, these ats reports are printed and analyzed for changes. The ESL Coordinator attends the testing coordinators meeting before the exam is administered to learn of procedures and policies for administering the exam. The ESL classroom is stripped of all content material on boards and walls to prepare for the exam. Upon the start date of the Speaking exam, Mr. Morales, Certified ESL Teacher/Coordinator takes one student at a time from their classroom into his ESL Classroom and administers the Speaking exam in English for that student. The results are recorded on the NYSESLAT speaking form that is provided with the NYSESLAT kit. Mr. Morales administers the speaking exam for every student. Upon the start date for the Listening, Reading, and Writing portions of the exam, Mr. Morales, Certified ESL Teacher/Coordinator, takes one group of no more than 10 students to his ESL Classroom and

administers the portion of the NYSESLAT exam in English that has been scheduled for those students on that date at that time. Mr. Morales uses a checklist roster that list each student and the four parts of the exam. Once each part is administered to that student, the list is checked. If a student is absent on the day they are to take a section, a make-up day is filed on the checklist. The parent is contacted by Mr. Morales, and Ms. Diaz-Parent Coordinator, to notify parent of the students missed test and encourage attendance for all future dates. After all of the portions have been administered, Mr. Morales goes through each student answer sheet to ensure that every student has been administered all parts of the NYSESLAT.

9. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
- For the past two years, 96% of parents have elected to have their students placed in English as a Second Language. Upon conversations with parents who select ESL, they have explained that they select ESL principally for two reasons: 1. Parents want their children to be in an all English speaking environment so that their child will have a better opportunity to learn English at a more rapid pace. 2. Their native language is usually the only language spoken in their household, so school becomes the only time for students to practice academic English. Parents are encouraged to work with students at home in their native language whenever possible and provided with as many resources as are available from our parent center. Program models at our school are aligned with parent request.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

Our program provides instruction in English with native language support, emphasizing English language acquisition. There is one certified ESL teacher who services forty-six students, 9% of the school student population, whose dominant language is Spanish. All students are grouped heterogeneously across grade levels, with some students being placed in Collaborative Team Teaching classrooms for added support throughout the school day.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 

The ESL teacher works with ELLs during content instruction as well as ELA periods in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. For students who are pulled out, the ESL teacher collaborates with classroom teacher on ELA and content material being presented in the classroom so that those themes and skills can be presented in the ESL classroom. Students who are Beginners receives ten 50/55 minute periods of ESL per week. Intermediates receive seven- 50/55 minute periods of ESL per week totaling 360 minutes. Advanced students receive four- 50/55 minute periods per week, fulfilling 180 minute requirement. During our pull-out and push-in periods, differentiated instruction is at the core of instruction. All instruction in classrooms is taught in English with Native language support. Some of the supports include bilingual glossaries, classroom labels, content material and literature in native language, and technology resources in the native language.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
8. Some of the strategies used are:
  - \* Modeling explicitly by giving clear examples of what is requested of them for imitation.
  - \*Bridging- an approach of learning new concepts and language by firmly building them on the students previous knowledge and understanding.
  - \*Contextualization- using manipulatives, pictures, film (w/o sound) and other resources to engage the students.
  - \*Schema Building- clusters of meaning that are interconnected will help with their understanding of new concepts.
  - \*Text Re-Presentation- engaging the students in activities that require them to change linguistic constructions they found modeled in one genre into forms used in another genre.
9. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 

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

**Courses Taught in Languages Other than English **

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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

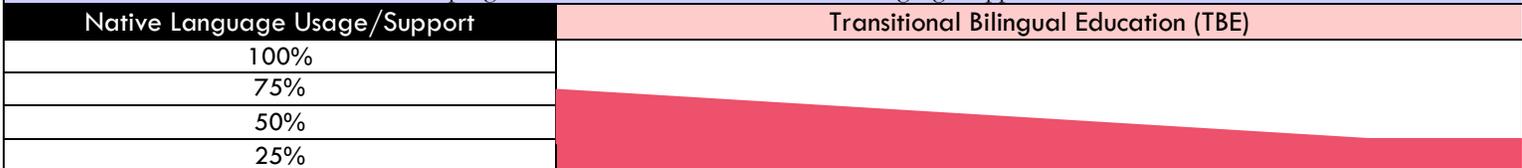
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 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
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.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

also be used during this time when we focus on problem-solving skills on Wednesday and Thursday. Beginning, Intermediate, and Advanced students who need extra support in reading will be in their classroom for extended day to receive support in reading. They will be in small groups for reading conferences utilizing independent reading materials provided through Treasures. The reading material used has Social Studies themes that students learn about as they receive direct instruction in vocabulary and comprehension skills.

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

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

19. What language electives are offered to ELLs?

We do not offer electives.

20. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
5. As ELLs transition from elementary to middle school, we try to provide as much support as possible to the staff to assist ELLs. We provide them with data about their performance, specifically the NYSESLAT scores, to see where their weaknesses are and what strategies are needed to help these students achieve proficiency. We provide the staff with PD and other resources to help the ELLs improve their
6. academic language which becomes more important and more difficult in middle school than in elementary school. This school year we have implemented block scheduling for the fifth grade classrooms. The scheduling resembles that of middle school. Students switch classes each day spending an hour in each class for math, reading, and writing with a different teacher. Our hope is that this will help ease our students into the process and expectations of middle school.
- 7.
8. The ESL teacher participates in professional development provided through Quality Teaching for ELLs (QTEL) as well as trainings provided by NYC BETAC Offices. Currently our ESL teacher along with two other teachers of ELLs is scheduled to go to a Literacy Conference and Math Institute, both provided by the Office of English Language Learners. Upon completion of the workshops, teachers will return to the school to turn-key the information. Teachers of ELL's attend as many workshops as are available through the Office of English Language Learners (OELL) including Common Branch Teachers and Guidance Counselors. ESL services are provided for students inside of their English dominant classroom. Teachers have the responsibility of differentiating and providing extra support for ELLs. With this in mind, PS 107 wants to ensure that teachers have the knowledge and skills needed to provide this support to ELLs. To ensure our students success, a plan for professional development as a year focus is in place for all staff, including Common Branch Teachers and Guidance Counselors and will include the following:
- 9.
10. Language Allocation Policy- November 2013 (1 hour)
11. Analyzing and Utilizing Student Data- December 2013 (1.5 hours)
12. Differentiating Instruction for ELLs- January 2014 (1.5 hours)
13. Using Thinking Maps for Literacy- February 2014 (1.5 hours)
14. Making Math Comprehensible- February 2014 (1.5 hours)
15. Including Test Taking Strategies in Lessons- March 2014 (1 hour)
16. Developing Academic Language-April 2014 (1.5 hours)
- 17.
18. The Professional Development will take place during Staff Conference Days and "Lunch and Learn Sessions" during the regular school day. All teachers will be mandated to attend and will sign in during the time. Sign in sheets will be kept on file in the ESL file cabinet. During the Professional Development around the LAP, teachers will be divided into groups and given a specific section of the LAP to analyze. In their groups they will discuss, knowledge, skills, resources, and time needed to implement LAP outline. During PD for Dec.-Feb., teachers will look over student data of ELLs from ARIS, we will develop lesson plans and unit assessments that utilize the data on ARIS, and we will research different resources we have in our building to support these lessons. During the March and April PD session, teachers will participate in stimulated activities where we gather information about the best way to incorporate test taking strategies into the lesson. We will look over previous state exams with focus on Academic Language used within the exam, and prepare lessons and activities to teach this language.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
5. Our parent get involved at the school level through the PTA. Our PTA is very involved with the community as well as our principal. The principal host monthly meetings with parents where they are able to voice their opinions, give recommendations for changes in the school, and get information on upcoming events in the school. Translation services for parents are provided for parents through our Parent Coordinator or President of the PTA. Workshops are planned according to information gathered from these meeting. As parents voice their opinions, notes are taken by our administration. Parents volunteer their time to clean and run our school library as well as support teachers inside of the classroom through reading to students, tutoring, or helping teacher maintain the classroom environment.
- 6.
7. Many parents in the community do not speak English and have expressed the frustration they feel when trying to help their child with school work. A plan is being developed in collaboration with our Parent Coordinator, the PTA, and other school staff to give workshops for parents. The parent coordinator will conduct the workshops in English and Spanish, if needed, twice a week that help parents understand the academic expectation for their students on different grade levels and help them understand the homework that is given to support classroom learning. In addition, we are making plans to offer family math and literacy nights bi-monthly to encourage parents to learn alongside of their children.
8. The ESL teacher and the Parent Coordinator provide workshops for parents as well as outside contractors, where translation is provided by Parent Coordinator or PTA President. Technology and ESL classes for parents are also being planned for the current school year which will be provided through FLAME company. FLAME company provides the translation services during their workshops. These workshops help parents understand how to use computer programs as well as the internet to help their children at home. At the end of each technology workshop, parents are given a survey in their home language that ask for feedback about the workshop. At the conclusion of all 5 technology workshops, parents participate in a graduation where they receive certificates of completion and fill out feedback form as to what other technology or other concerns they would like to receive training for. The ESL teacher analyzes these feedback forms in the middle and end of the school year and plans accordingly to parents request. Copies of feedback and parent sign-in sheets for workshops are kept on file in ESL file cabinet and in Parent Coordinator files.

## E. Additional Information

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

### Translation and Interpretation Services

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

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

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

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

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

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

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

DBN: **08X107** School Name: **Public School 107**

Cluster: **401** Network:

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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

