

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**25Q107**

**School Name:**

**P.S. 107 THOMAS A DOOLEY**

**Principal:**

**LORI CUMMINGS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 107Q- Thomas Dooley School School Number (DBN): 25Q107  
Grades Served: Pre-K - 5  
School Address: 167-02 45<sup>th</sup> Avenue Flushing NY 11358  
Phone Number: 718 762 5995 Fax: 718 761 4989  
School Contact Person: Lori Cummings Email Address: Lcumings2@schools.nyc.gov  
Principal: Lori Cummings  
UFT Chapter Leader: Marian Sherron  
Parents' Association President: Winnie Young  
SLT Chairperson: Carol Ring and Maria Maxtasis  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: QPN Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North  
Director's Email Address: LPender@schools.nyc.gov  
Phone Number: 917-225-2020 Fax: 718-391-8320

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lori Cummings	*Principal or Designee	
Marian Sherron	*UFT Chapter Leader or Designee	
Winnie Young	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sara Cangelosi	Member/ CSA	
Carol Ring	Member/ UFT	
Nadine Elhathat	Member/ UFT	
Lisa Foley	Member/UFT	
Lydia Rivera Velazquez	Member/ UFT	
Vania Jimenez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andromahi Katechis	Member/ Parent	
Maria Mextasis	Member/Parent	
Lambrini Papalas	Member/Parent	
Denise Barufka	Member/ Parent	
Collette McArdle	Member/ Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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 Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</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.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** 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.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

Residencies:

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

School Initiatives:

- Student of the Month
- Citizen of the Month
- Go Green Recycling Initiative
- Lunch Leaders – giving back to the PS 107
- Random Acts of Kindness –Bucket Filling through kindness
- Student Government Officers
- Fundraising/Donating for Causes through: Penny Harvest, Denim and Pink Lemonade sale, Valentine's for Vets, Toy Drive etc.
- Senior and Junior Glee Clubs
- Dance Troupe
- Cheerleading
- Basketball Team

- Chess Team
- School Assemblies (K-5 all grades host and perform 1 assembly)
- Music in the Air

Based on an analysis of the 2015 Framework for Great Schools Report, the following statements can be made:

- PS 107 exceeded the targeted average proficiency set forth for the school in both ELA and Mathematics
- PS 107 surpassed the targeted average proficiency in Mathematics by nearly 8% more than that of ELA
  - The targeted proficiency in ELA was exceeded by 2.5%
  - The targeted proficiency in Mathematics was exceeded by 10.4%
- The elements of Great schools that the school performed highest in were Supportive Environment and Strong Community Ties
  - Each of these elements were rated with three bars which reflects a qualitative rating of "good"
  - The subcategories of Safety and Social-emotional measure within the Element *Supportive Environment* were considered "strong areas" these areas scored above a 75.
    - Safety received an overall score of 80
    - Social - emotional measure received a score of 80
- The element of Great schools that the school performed lowest in was *Effective School Leadership*.
  - 3 of the 4 sub-categories within this element were identified as areas of growth (scored below 25)
    - Teacher influence was scored 15
    - Program coherence was scored 15
    - Principal instructional leadership was scored 7

Based on the analysis of the 2015 Framework and additional data sources, PS 107 will focus on the following:

- Making greater gains in ELA for both progress and proficiency in student achievement
- Strengthening professional development experiences to include teacher influence, peer collaboration, and program coherence
- Strengthening instructional leadership by strengthening observation and feedback cycles and increasing professional learning to support teachers

## 25Q107 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	968	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		4.4%	% Attendance Rate	94.7%
% Free Lunch		57.3%	% Reduced Lunch	12.1%
% Limited English Proficient		14.2%	% Students with Disabilities	16.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	2.4%
% Hispanic or Latino		31.0%	% Asian or Native Hawaiian/Pacific Islander	49.7%
% White		15.9%	% Multi-Racial	0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.17	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	0.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.5%	Average Teacher Absences (2013-14)	9.38
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		41.6%	Mathematics Performance at levels 3 & 4	59.4%
Science Performance at levels 3 & 4 (4th Grade)		87.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

### Part 1 – Needs Assessment

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

#### Strengths:

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

#### Needs:

- 2014-2015 QR indicated inconsistencies across the school in the following areas:
  - 1) Utilization of assessments to drive instructional practices and determine student needs
  - 2) Utilization of strategies to effectively and strategically guide students to meet the rigor of the tasks
- 2015 Advance data revealed Components 3c: Engaging Students in Learning and 1e: Designing Coherent Instruction as areas for continued growth:
  - While Advance overall ratings for Measures of Teacher Practice (MOTP) indicated gains in teacher effectiveness within 3c: Engaging Students in Learning, this component on Danielson's Framework remains an area for continued growth, with 32% of all observations of teacher practice rated at ineffective and/or developing within this area of practice.
  - Of all the conducted observations that were rated in the area of Component 1e: Designing Coherent Instruction, 31% of the ratings were within the ineffective and developing range .
    - Deeper analysis of this area indicated a correlation to grouping of students and cognitive engagement as areas for growth when planning
- The 2015 Framework for Great Schools report indicates that PS 107 surpassed the targeted average proficiency in ELA by only 2.5% in comparison to Mathematics which surpassed the targeted proficiency by 10.4%.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will strengthen planning and practice by utilizing assessments to increase small group work and cognitive engagement of students resulting in at least 80% of conducted observations exemplifying effective to highly effective teaching practice in Component 3c: *Engaging Students in Learning* as evidenced in the ADVANCE Observation Dashboard within Component 3c.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Monday professional learning will be focused on utilizing assessments to target student learning within reading followed by collaboration in applying the learning to plans and practice.</p> <p>Teachers will plan collaboratively together and make revisions to curriculum and instructional practices based on student needs as evidenced in assessments.</p> <p>Teachers College Staff developers will support teachers</p>	<p>All staff All teachers meet in grade and cluster teams Identified</p>	<p>All year on Monday professional learning 5 week cycles throughout the entire</p>	<p>Administration Lead Teachers Lead Teachers Admin overseeing TC Staff developers Follow-up and</p>

<ul style="list-style-type: none"> <li>• Planning for small groups and individual conferences to target student needs</li> <li>• Developing materials/resources to support student independence and engagement within reading.</li> </ul> <p>When observing teacher practice, administration will provide feedback and support that is specific to the elements of focus within 3c: Engaging students in Learning that teachers have been provided professional development in.</p>	<p>teachers based on needs and leads in specific elements All classroom teachers in grade cohorts All staff</p>	<p>school year 10 sessions upper grade teachers 10 sessions lower grade teachers Oct-May</p>	<p>supported by administration Administration</p>
<p>Strategies to address subgroups:</p> <p>Use of data in determining grouping to identify specific areas and respective strategies to help students make gains in these areas</p> <p>Use of charts/tools (with visual cues) to provide scaffolds to students in order to increase engagement</p> <p>Parent workshops to increase parent awareness in student engagement and targeting learning to cognitively challenge students (workshops: reading across levels, i-Ready, Think Central – GoMath online supports, etc.)</p>	<p>ELLs SWDs All students that are not meeting benchmark</p>	<p>Throughout the year and daily teachers will address student groups to target learning for various needs.</p>	<p>Administration will oversee staff.  Staff will implement differentiated activities and target learning for students.</p>
<ul style="list-style-type: none"> <li>• Parent engagement regarding rubrics and reading levels per unit of study offered by teachers on Tuesdays.</li> </ul>	<p>Parents of all students</p>	<p>Once per unit throughout the year</p>	<p>Classroom teachers and teachers across a grade will host engagement sessions and support families.</p>

<p>• Parent Monthly newsletters sent out by grade to inform parents of the units of study in all subject areas</p>			
<p>Trust is established through: Continued support by administration for staff through both feedback and professional development in 3c. Supports allocated towards continued development in this area of practice (ie. TC Staff developers, instructional leads and liaisons, visitation to other schools) Parent involvement and partnerships to support student engagement at home and in school Feedback from Lead teachers to discuss next steps/needs of grade teams Professional Development Committee conducts needs assessments/surveys and meets to address the staffs concerns/areas for improvement</p>	<p>All stakeholders</p>	<p>Throughout the year</p>	<p>Administration, staff and parents will all play a role in establishing trust and implementing the noted strategies.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources:</p> <p>Teachers College Staff Developers</p> <p>Lead Teachers</p> <p>Content Specialists for PD/Workshops (ie. Teachers doing parent workshops)</p> <p>Substitutes to make teachers available for planning and professional learning opportunities with TC</p>

and other staff development/professional learning providers.

Instructional Resources:

TC & Go Math Assessment Materials

Units of Study

Depths of Knowledge – Rigor Matrix

Progressions and Problem solving rubrics

Exemplar pieces

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

Scheduling:

- Common preps for grade teams
- Monday Professional Development Schedule to allocate time for collaborative teams to apply

the learning of the PD session

Schedules to accommodate needs of the sessions for the TC staff developers and other pd providers

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, 90% of conducted observation will exemplify effective and highly effective practices in regards to the pacing and structure of a lesson in order to provide time for students to be cognitively engaged in their reading

By February, 50% of classrooms will conduct targeted small group lessons based on student assessment data as evidenced by administrative observations.

By February, at least 50% of students will meet or exceed the targeted mid-point reading goal as evidenced by data conversations and running record data collection.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

Strengths:

- 2014-2015 Framework for Great Schools indicates:
  - Safety as a strong area where the school scored a 75 or higher (actual score 80).
  - Positive responses within safety were at 96%
  - Social emotional measure was an area that the school scored a 75 or higher (actual score 80)
  - Positive responses within Social emotional measure was at 98%

Needs:

- Only 75% of teachers responded positively that "students behave well in class even when the teacher isn't watching"
  - \* 64% of reported school incidents occurred within the cafeteria and/or the playground
- Parent members at SLT and PTA meetings have echoed a need for order and discipline within the cafeteria .

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, PS 107 will develop a more supportive learning environment to ensure that safety and discipline are prioritized in the cafeteria and the playground as evidenced by a 10% decrease in the number of incidents that occur within the cafeteria and/or playground as recorded in the Online Occurrence Reporting System (OORS)

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>P.S. 107 will develop a school-wide positive behavioral support system in which behavioral expectations are clearly defined, communicated, taught, and reinforced.</p> <p>P.S. 107 will utilize the research-based PBIS (Positive Behavioral Interventions and Supports) System approach.</p> <ul style="list-style-type: none"> <li>• Behavioral expectations will be clearly defined in accordance with school location (cafeteria/hallway/auditorium). A respect “matrix” will be created to visually represent behavioral expectations in these school locations, as a starting point. Additional locations will be determined and expanded upon, with more time.</li> </ul>	<p>Schoolwide, or Tier I- 80-90% of student population</p>	<p>September 2015 Ongoing January 2016</p>	<p>School leaders, guidance counselor, social worker, iep teacher, school aides, teachers, staff, parents, students. All stakeholders</p>
<ul style="list-style-type: none"> <li>• Students in need of additional behavioral support (those identified in Tier II (5-10%) and Tier III (1-5%) will continue to receive at-risk counseling as provided by the School Counselor and Social Worker. Individual</li> </ul>	<p>Tier II &amp; III</p>	<p>September 2015- ongoing</p>	<p>School leaders, guidance counselor, social worker, iep teacher</p>

behavior supports will be utilized, as needed.			
<ul style="list-style-type: none"> <li>Parent members of the PTA will be invited to provide input for Respect Matrix development. Families will have opportunities to learn how to teach their children the importance of school-wide expectations at home, as well as in the community. Families will be invited to school celebrations that reinforce positive behavior, as well as continue to receive communication via ClassDojo (a web-based behavior management tool for the classroom).</li> </ul>	All parents/guardians	January 2016-ongoing	All Stakeholders
Trust is developed through input from all stakeholders (including parents, school aides, and students) during all phases of implementation .	All stakeholders	September 2015-ongoing	All stakeholders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<p>The Crisis Intervention Team will hold primary responsibility for the launch and program effectiveness/impact monitoring, however, all stakeholders will provide input in the development of the system.</p> <ul style="list-style-type: none"> <li>Meetings will be held during the school day so that student input can be provided and schedule adjustments are at a minimum.</li> <li>Our Book of the Month Program, in which the books are chosen on the basis of the theme of Respect (for self, for others, for our environment) will be utilized to support the development of the respect matrix.</li> </ul>										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
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**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>At the end of February 2016, school leaders will conduct an Evaluation Blueprint to measure</p>
<p>the fidelity and impact of the plan. Revisions and adjustments will occur, as needed.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### Part 1 – Needs Assessment

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

#### Strengths:

- Structures in scheduling for teachers to meet weekly in collaborative teams are established
  - All grade teams have at least one common prep time per week to meet and plan together
  - Monday professional learning cycles were structured to provide professional learning followed by time for teachers to work in teams to implement the professional learning as it applied to their grade needs and curriculum.
- The 2014-2015 Quality Review indicated that Acton research conducted by teachers throughout the school have led to the implementation of successful instructional strategies and is impacting student work products in all content areas.
- Teachers College staff developers provide professional development to teachers 10 sessions upper grade, 10 sessions lower grades in cycles throughout the school year in alignment with the school's instructional focus.
- Lead teachers meet as a vertical team with administration

#### Needs:

- The 2014-2015 environment survey reflected the following:
  - Only 53% of teachers responded that their professional experiences included enough time to think carefully about, try, and evaluate new ideas
  - Only 64% of teachers responded that their professional learning experiences "included opportunities to work productively with colleagues in my school"
  - 53% of teachers responded that they are willing to take risks to make the school better

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will participate in collaborative inquiry teams that utilize data increase targeted learning by naming a problem of practice and making improvements as evidenced by at least 60% of teams showing gains in student growth in the team’s particular area of focus.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Collaborative Learning Teams connected to professional development to meet on Mondays</p> <ul style="list-style-type: none"> <li>• Common Prep times for Grade teachers established</li> <li>• Weekly Lead Teacher meetings (each grade represented) to support the implementation of professional learning and making revisions to curricula through the use of data</li> <li>• Sharing and guided practice of the implementation of protocols during lead teacher meetings</li> <li>• Support from Teachers college with units and conferring in both planning and implementation</li> <li>• Data documents provided on school-wide assessments by data specialist to inform teacher decisions</li> <li>• I-ready available to school for data gathering and</li> </ul>	<p>All teachers</p> <p>All teachers</p> <p>2 lead teachers</p> <p>per grade - at least 1 represented at each Lead meeting</p> <p>All teachers</p> <p>All teacher</p>	<p>All year select Mondays</p> <p>1x per week minimally</p> <p>1 x per week throughout the year</p> <p>All grade teams- 10 sessions</p> <p>Throughout the year</p>	<p>Lead Teachers and administration</p> <p>All teachers</p> <p>Administration</p> <p>Administration</p> <p>TC Staff</p> <p>Developers</p> <p>Data Specialist</p>

<p>identifying needs of students in ELA and Mathematics</p> <p>I –Ready to offer suggestions of supports for English Language Learners and Students with disabilities</p>			
<p>Collaborative Teams discuss and explore student needs for students including all subgroups</p> <ul style="list-style-type: none"> <li>• Planning documents to include strategies to meet the needs of students in sub-groups</li> <li>• Teacher revisions and plans include ideas for tools and charts to support access for all students</li> <li>• Teacher revisions to include small group strategies to address the needs of various learners</li> </ul>	All students	Throughout the year within cycles of inquiry	All teachers and Administration
<p>Curriculum and Coffee parent workshops to support the idea of using rubrics and other school programs to support cognitive engagement of each child</p> <ul style="list-style-type: none"> <li>• Parent meetings on Tuesdays to discuss student needs</li> <li>• Parent Engagement for each new unit in which parents and teachers partner to explore strategies to support students in reading and using assessments to target learning</li> <li>• Parent Engagement Opportunities in which Parents and Teachers can collaborate together (ieParents as Arts Partners, Read Aloud at Barnes &amp; Nobles, etc) in which teachers gather qualitative data from discussions with parents about their child.</li> </ul>	Parents of all students	Throughout the year	Administration will collect dates and calendar parent engagement opportunities.
Trust is developed through	Trust is established	Throughout the year	All stakeholders

<ul style="list-style-type: none"> <li>• Collaborations and sharing amongst colleagues within weekly meetings</li> <li>• Support by administration through professional development and feedback aligned to the goal of using data to target student learning</li> <li>• Partnerships with parents in working towards engaging students based on their needs</li> <li>• Student needs being addressed in small groups</li> </ul>	<p>across all stakeholders</p>		
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources:</p> <ul style="list-style-type: none"> <li>• Administration/ lead teachers/content specialists to conduct professional learning and lead collaborative meetings</li> <li>• Teachers College Staff Developers and Network Support Staff to support team planning and utilization of data to support student needs</li> <li>• Data Specialist to provide data documents that summarize class and school data</li> </ul> <p>Instructional Resources:</p> <ul style="list-style-type: none"> <li>• Units of Study</li> <li>• Unit Maps and plans (both program made and teacher revised)</li> </ul> <p>Schedule Adjustments:</p> <ul style="list-style-type: none"> <li>• Common Preps for grade teams</li> <li>• Monday Professional Development time to encompass professional learning</li> <li>• Tuesday Other professional work time to allow the option of collaborative planning and inquiry</li> </ul> <p>Weekly Instructional Lead meetings to support implementation of the professional learning within Collaborative Teams</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

#### Strengths:

- 2014-2015 Quality Review indicates that leadership has communicated a clear curricular and instructional improvement vision that is consistently communicated to the school community.

#### 2014 - 2015 School Survey results indicated:

- 89% of parents agreed that "the principal is strongly committed to shared decision making."
- 90% of parents agreed
- Parent response averaged an overall 90.6% satisfaction in the area of effective leadership.

#### Needs:

- 2014- 2015 School Survey indicated the following :
  - The lowest overall area of satisfaction was within Effective School Leadership.
  - 57% of teachers responded that "the principal sets clear expectations for teachers about implementing what they have learned in professional development
  - 55% of teachers agreed to a varying degree that "the principal knows what's going on in my classroom
  - 58% of teachers agreed to a varying degree that "once we start a new program, we follow up to make sure that it's working"

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will increase the clarity of communications with staff through consistent professional learning opportunities and feedback in alignment to the instructional focus (using assessments to increase student engagement in reading) as evidenced by an overall increase of at least 10% in teacher satisfaction in the area of effective school leadership on the NYC School Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development will support learning and implementation by providing the learning as well as the time to engage in the implementation of the learning with grade colleagues on Monday sessions</p> <ul style="list-style-type: none"> <li>• Professional development will support clear understanding through modeling and/or use of videos, samples, exemplars and/or non-examples</li> <li>• PD Briefs (letters to teachers) will capture the learning from the PD and the expectations set forth from the pd</li> <li>• Lead teacher meetings to support grade team implementation of the professional learning aligned to the instructional focus</li> <li>• Feedback will be provided to teachers in elements of focus with the professional learning cycle to</li> </ul>	<p>All staff Instructional Lead Teachers Principal Instructional Cabinet</p>	<p>All year – select Mondays All year per whole staff pd All year Throughout the year in cycles of at least 4 weeks</p>	<p>Administration and content specialists (literacy and math liaisons,, Teachers College Staff Developers) Lead Teachers and Administration Administration</p>

<p>support teacher implementation of the learning</p> <ul style="list-style-type: none"> <li>• Cycles of observations to be conducted to provide a more supportive cycle of feedback and implementation of next steps with forms being completed within a 3 week window from the observation</li> <li>• Principal participation in Supervisory Inquiry regarding feedback and observation practices</li> </ul> <p>* Periodic surveys in regards to feedback and professional learning will be used to monitor and revise leadership practice</p>			
<p>Professional development to support strategies for students in various sub-groups</p> <ul style="list-style-type: none"> <li>• Feedback to the teachers to incorporate strategies to support access and learning for all students</li> <li>• Sharing of materials and best practices from ELL liaison.</li> </ul>	All staff	Throughout the year	Administration, and TC developers
<p>Parent workshops addressing the instructional focus to support teachers in the partnership with parents</p> <ul style="list-style-type: none"> <li>• Feedback from parents used to adjust pd and curricula needs of students from parent perspective</li> </ul> <p>* SLT parent members involved in reviewing interim survey results in order to revise action plan and provide suggestions for leadership to improve practices.</p>	<p>Parents/Guardians of all students</p> <p>SLT parent members</p>	Throughout the year	Administration and SLT
<p>Trust is developed through:</p> <ul style="list-style-type: none"> <li>• Supportive feedback to teachers to improve teaching practice</li> </ul>	All stakeholders	Throughout the year	Administration and SLT members

<ul style="list-style-type: none"> <li>• Cycles between observation feedback and follow-up observations</li> <li>• Professional development aligned to effective practices and consistent with instructional focus</li> <li>• Administrative support and availability to meet and work with grade teams</li> <li>• Establishment of partnerships with parents to support the consistency of the implementation of the instructional focus</li> </ul>			
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**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

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

Instructional Resources:

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

Schedule adjustments:

- Monthly Curriculum and Coffee provided during am and pm sessions

- Cyclic observation and feedback cycles

Tuesday Parent Engagement Time scheduled by teachers across a grade

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February school leaders will have conducted 60% of teacher observations and provided feedback in

areas related to the instructional focus and the targeted professional learning of a cycle

By February, 50% of observation reports will be entered into ADVANCE

By February, interim survey reports will indicate at least 60% positive responses in regards to the timeliness, quality, and alignment of feedback to the instructional focus.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

#### Strengths:

- 2014-2015 School Survey indicates:
  - The majority of parent responses within the area of strong community ties ranged from 91-97% satisfaction
  - The majority of teacher responses in the area of strong community ties ranged from 91-100% positive responses.

#### Engagement Opportunities:

- In 2014-2015 school leaders and staff provided Curriculum and Coffee opportunities for parents at alternating times (am and pm) twice within a month. These sessions were aligned to the instructional focus
- Parent engagement time utilized to have parents interact with the teachers in ways aligned to the instructional focus (math strategies applied with students, review of writing rubrics and expectations)
- Use of class Dojo established across the majority of grades\
- In 2014-2015 Guideposts were sent monthly with letters from administration, staff and the PTA

#### Needs:

- 2014-2015 School Survey results indicate:
  - 67% of parents communicated with their child's teacher about his/her performance a few times per month or more.
  - 86% of teachers agreed that parents and guardians are invited to visit classrooms to observe the instructional program (the lowest percentage of teacher positive responses in this area)

SLT parent members have expressed a desire for communication specific to their child's grade and/or their child's performance

Parent attendance to curriculum events are significantly lower than events involving student activities and/or student performances

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, PS 107 will increase parent engagement in regards to communicating information specific to a child’s learning as evidenced by a minimum of a 10% increase in the frequency of communication between staff and parents with regards to their child's performance on the NYC School Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Change Curriculum and Coffee opportunities to be offered bi-monthly and during am and pm sessions with pm sessions where children activities are included</li> <li>• Use of Class Dojo to support communication of individual student progress as well as to communicate class-wide announcements weekly</li> <li>• Parent engagement opportunities to include overview of unit rubrics, and exemplars to assist parents with supporting their children in targeting student learning/next steps</li> <li>• Parent engagement opportunities monthly to support parent familiarity with new math approaches and higher level questioning</li> </ul>	<p>All families</p>	<p>Weekly throughout the year Throughout the year 1x per writing unit Monthly throughout the year</p>	<p>Administration and clusters All classroom teachers Classroom teachers</p>

Letters sent to parents sent each time a child progresses in reading level to share the child's progress and better inform parents of a child's current level of performance.			
<p>Parent workshops offered for English Language Learners through Open Doors workshops</p> <ul style="list-style-type: none"> <li>• Special Education teachers support parents by offering strategies to support their children through classroom engagement opportunities</li> </ul>	<p>ELLs SWDs</p>	<p>Throughout the year at least 1x per new unit</p>	<p>Administration and teachers.</p>
<p>Workshops to be held in both am and pm sessions on varying days of the week to increase attendance</p> <p>Pm workshops to include interactions with students to increase parent participation</p> <ul style="list-style-type: none"> <li>• Workshops offered by classroom teachers to increase specificity of topic covered to align with child's learning for their grade</li> </ul>	<p>Families of all students</p>	<p>Throughout the year</p>	<p>Administration and teachers will be responsible for hosting and supporting families through the workshops</p>
<p>Trust is developed through:</p> <ul style="list-style-type: none"> <li>• Collaboration with parents</li> <li>• Increased opportunities for parent and staff interactions</li> <li>• Support for parents in school focus and curricula</li> </ul>	<p>All stakeholders</p>	<p>Throughout the year</p>	<p>All stakeholders</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

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

Instructional Resources:

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

Schedule Adjustments:

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

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February a minimum of 3 Curriculum and Coffee workshops connected to student activities will have been offered

- By February, at least 60% of classrooms will be utilizing class dojo or the like as a communication tool for progress monitoring
- By February classroom teachers will have hosted at least two parent workshops in reading and in mathematics connected to supporting families with their child's learning

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Students in K-2: Students performing a year below grade benchmark in ELA assessments.</p> <p>Students performing below the following scale scores on the State Exams:  Grade 3 – below 299  Grade 4 - below 296  Grade 5 – below 296</p>	<p>Need oriented instruction based on running record assessment (ie. fluency, retelling, etc)</p>	<p>Small group and or 1-1 conferences</p>	<p>During the school day</p>
<b>Mathematics</b>	<p>Students in K-2:  Students performing at level one on grade assessments within mathematics.</p> <p>Students performing below the following scale scores on the State Exams:</p>	<p>Need oriented instruction based on mathematics assessments and problem solving rubric.</p>	<p>Small group and or 1-1 conferences</p>	<p>During the school day</p>

	Grade 3 – below 293 Grade 4 - below 284 Grade 5 – below 289			
<b>Science</b>	Students performing 1 year or more below grade level reading within science content reading.	Need oriented instruction based on content reading and vocabulary	Small group and 1-1 conferences	During the school day
<b>Social Studies</b>	Students performing 1 year or more below grade level reading within social studies content reading	Need oriented instruction based on content reading and vocabulary	Small group and 1-1 conferences	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral to RTI team and RTI team recommendations based on observation, discussions with teachers and parents, and/or or parent request.	Strategies and interventions determined by student need. Peer mediation, at risk counseling, etc may be utilized.	Peer mediation Individual session and/or group sessions based on specificity of each case.	During the school day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 107Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 107Q will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

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

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: \_

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

activities that support student learning in the classrooms and in the science lab.

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

## Part C: Professional Development

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

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

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

- Our lead ESL teacher attends professional development offered by CFN 204, and turnkeys the information to staff. ESL professional development support is available to all personnel including all classroom teachers, out-of-classroom teachers, service providers and paraprofessionals. This is done on a school-wide basis, on a grade-level basis, and on an individual needs basis. ESL teachers are active RTI members who model and provide strategies in the RTI model for all students. ESL teachers provide new teachers and service providers with training in ESL strategies in order to support their professional growth and impact student achievement.

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

### Part C: Professional Development

vocabulary and the use of graphic organizers.

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### Part D: Parental Engagement Activities

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

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

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

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

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

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<b>Part E: Budget</b>		
<b>FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.</b> Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: <u>\$16884</u>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$11,818.80 Per Session</u>	<u>229.5 hours of per session for ESL, Art and Science teachers x \$51.51 (incl. fringe) = \$11,818.80</u> <u>* 33 hours for ESL teachers to provide PD to Art &amp; Science teachers</u> <u>* 97.5 hours for ESL teachers to deliver Morning ESL Program</u> <u>* 48 hours for ESL, Art and Science teachers to deliver Open Doors Workshops</u> <u>* 51 hours for ESL and Science teachers to deliver Morning ESL Science Program</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$1,688.40 Parent Involvement</u> <u>\$3,376.80 Supplies &amp; Materials</u>	<u>Parent Involvement - Materials for Open Doors:</u> <u>* food supplies for cooking, soil and containers for ecosystems, solar system model for calendar systems, etc. @\$100 per workshop = \$800</u> <u>* refreshments for participants \$250</u> <u>Supplies &amp; Materials for Morning Program:</u> <u>* Renewal of 50 Reading Eggs student subscriptions @ \$371.20</u> <u>I-Ready subscriptions for ELLs and former ELLs @ \$3644</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>\$16,884</u></b>	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

**A. School Information**

District <b>25</b>	Borough <b>Queens</b>	School Number <b>107</b>
School Name <b>PS 107 - The Thomas Dooley School</b>		

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

Principal <b>Lori Cummings</b>	Assistant Principal <b>Sara Cangelosi</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Elizabeth Watts / ESL Teacher</b>	School Counselor <b>Nora Tomei</b>
Teacher/Subject Area <b>Jean Scire/ ESL Teacher</b>	Parent <b>Winnie Wu</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ourania Malandrakis</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Danielle DiMango</b>	Other (Name and Title) <b>Denise Smith/ Data Specialist</b>

**C. Teacher Qualifications**

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 ENL teachers currently teaching in the ENL program	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>2</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>993</b>	Total number of ELLs	<b>263</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	263	<b>Newcomers</b> (ELLs receiving service 0-3 years)	205	<b>ELL Students with Disabilities</b>	50
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	58	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	205	0	27	58	0	23				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 8

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	16	12	7	13	8	10								0
Chinese	25	23	32	24	20	12								0
Russian		2				1								0
Bengali														0
Urdu	1				2									0
Arabic		2	1											0
Haitian														0
French														0
Korean	16	9	10	5		4								0
Punjabi		1			1									0
Polish														0
Albanian														0
Other	1	2	1	2										0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	20	9	6	11	5	9								0
<b>Emerging</b> (Low Intermediate)	10	4	2	1	3	2								0
<b>Transitioning</b> (High Intermediate)	17	7	7	2	6	1								0
<b>Expanding</b> (Advanced)	12	19	21	11	7	6								0
<b>Commanding</b> (Proficient)	0	12	15	19	10	9								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total						2								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		12	15	19	10	9								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	3	1	0	0
4	13	3	0		0
5	9	3	0	0	0
6					0
7					0
8					0
NYSAA			2		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	8	1	4	2	1	3	2	0	0
4	6	0	4	2	2	1	5	2	0
5	6	0	6	4	1	0	0	0	0
6									0
7									0
8									0
NYSAA					2				0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 At P.S. 107, Fountas and Pinnell is the primary literacy assessment tool used to generate data about early literacy skills for all students including ELLs. The Fountas and Pinnell assessment system provides teachers with an overall reading level, which is determined by combining data on accuracy and comprehension. In grades K-2 Foundations assessments are also utilized to determine a child's level of mastery with phonemic and phonological awareness. The data often reveals that ELLs are performing at levels that are behind their grade-level peers due to their limited understanding of academic language and content area concepts, which affect overall reading comprehension. As a result of these findings, instruction for ELLs focuses on vocabulary acquisition, word identification/accuracy and reading comprehension.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 On the Kindergarten NYSITELL, the data shows that 50% of the students scored at the Entering and Emerging levels and the other 50% scored at Transitioning or Expanding. With current first graders, 24% scored at the Entering and Emerging levels, while 51% are Transitioning or expanding and 25% are Commanding. In second grade, 16% of students scored at the Entering or Emerging levels, 52% at the Transitioning and Expanding and 30% at the Commanding levels. In third grade, 27% scored Entering or Emerging, 30% Transitioning or Expanding and 43% are Commanding. With grade four students, 25% are at the Entering or Emerging levels, 41% are Transitioning or Expanding and 32% are Commanding. In fifth grade, 37% are Entering or Emerging, 25% are Transitioning or Expanding and 37% scored Commanding.  
  
 In PS 107 across grade levels, 30% of the ESL population are at the Entering or Emerging levels, 45% are Transitioning or Expanding and 25% of the students are at the Commanding level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school uses information from the AMAO tool to provide data-driven decisions in order to focus progress and support for specific subgroups and students in our school. The target for this year was 15%, with a difference of 10.9% between the target and our current status. This year 25.95% of our students achieved a Proficient on the NYSESLAT. We monitor and target individual students and small groups according to specific needs by utilizing data we have garnered from the AMAO Estimator tool.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
  - a. Looking at NYS test results, it is immediately apparent that ELLs at P.S. 107 perform better on NYS Math than they do on NYS ELA. Lower test scores overall in ELA as compared to Math are due to several factors. First of all, English is not the native language of ELLs taking this test. CALP has not been acquired to the extent needed to perform at a Level 3 or 4 on this assessment. Secondly, ELLs in 4th and 5th grade fall into two categories: students who are in their first three years of ESL services (i.e. students who were formerly exempt from ELA) and ELL-SWDs who exhibit overall academic deficiencies. In terms of Native Language versions of State tests, numbers are too small to generalize. More English- than Native-language versions of tests were taken in Math. On the NYS Grade Four Science test, more native language versions than English versions were taken and 73% of those ELL students received a 3 or 4. State testing in spring 2015 was a challenge for all students, not just ELLs.
  - b. Our school does not administer the ELL periodic assessments offered by the city. Our students participate in school-wide periodic assessments and MOSL testing. Results of periodic assessments and MOSL are shared with teachers in order to make teachers aware of the areas of most need, and to tailor instruction accordingly. Materials and strategies are shared among ENL teachers and other staff to maintain school-wide consistency of focus.
  - c. Reading and Math Periodic Assessments generate data about all our students including ELLs. ELLs participate in Periodic Assessments which are given in English. The data tends to reinforce what is already known about our students, yet, we continue to look at the data in order to refine our instructional practices, especially when the item analyses are reviewed.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] We consider the deficits we see in ELL students and consequently apply instructional practices that best meet those needs. Some of the types of data we review are student work samples, Fountas & Pinnell reading levels and other school-wide and classroom assessments. The RTI team, including ESL teachers, comes together regularly and reviews students who have been identified by their teachers as students in need of additional support. Both ESL and intervention strategies are implemented to support both ELL and non-ELL students.
6. How do you make sure that a student's new language development is considered in instructional decisions? Instructional decisions by classroom teachers are guided by frequent and regular input from ENL teachers' knowledge of ELLs, awareness that all four modalities must be considered, incorporation of ENL strategies, explicit teaching of vocabulary, differentiation techniques and information brought back to school from ESL Professional Development sessions.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?Not applicable to PS 107
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). At P.S. 107, 77% of ELLs are within their first three years of service. The remaining 22% are developing ELLs within the 4-6 years of service range. Our ESL program demographics reflect normally expected patterns of language acquisition in elementary education students. We evaluate the success of our students based on quantifiable and qualitative data. First, we use various quantifiable assessment data to gauge different factors. Some of these factors include English language proficiency levels (results of NYSESLAT); reading levels (results of Fountas and Pinnell assessments) and content area knowledge (results of NYS ELA, Math and Science tests). Next, we utilize qualitative data to integrate the numbers with the actual students in our charge. Conferencing, conversations, anecdotal records, student portfolios, and our relationships with students and their families provide a wellrounded picture of our ELL population. Formative and summative data inform our decisions in how to place students in appropriate groupings and what to focus on in instruction. Based on the data, our students have made great strides in Listening and Speaking, but still need extra support in the academic areas of Reading and Writing, especially considering the demands of the Common Core Learning Standards. Given this,

we will continue to focus on and improve our instructional practices in order to support the success of our ELLs in academic areas.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When parents enroll their children at P.S. 107, as new admits to the NYC school system, during the academic school year, pupil personnel secretaries alert appropriate pedagogical staff members (teachers or supervisors) so that an informal oral interview in English may be conducted, and to ensure that the Home Language Identification Survey is completed appropriately. Bilingual staff members are called upon as necessary to assist in conducting an interview with parents and the child in their native language. Languages spoken by our staff include English, Chinese (Mandarin and Cantonese), Korean, Spanish, Hindi, Punjabi, Bengali, Urdu, Farsi (Dari), Arabic, Hebrew, Yiddish, Italian, Polish, Serbo-Croatian and Greek. If a speaker of the home language is not available, a call is placed to the NYCDOE Translation Unit to conduct an oral interview by telephone. Based on the findings of the oral interview(s), the completion of the Home Language Identification Survey and a review of student work samples or grade appropriate school based assessments, ENL teaching personnel administer the NYSITELL when necessary. NYSITELL is administered within the first ten school days of a student's admission. Once a student has taken NYSITELL, a parent notification letter goes home and parents are requested to meet with ENL teachers to be informed about program choices and to complete a Parent Survey and Program Selection Form. After a student has been newly identified as an ELL and their home language is Spanish, they are administered the Spanish LAB within that same 10 day testing window to determine Spanish language skills. At the beginning of the academic school year, ENL teachers run appropriate ATS reports (RLAT, RLER, etc.) in order to discover the results of the previous year’s NYSESLAT. Once students are identified as entitled or non-entitled ELLs, appropriate next steps are taken to inform parents of their status with the appropriate notification letters. The running of ATS reports and admit slips from the pupil personnel secretary also alerts ENL teachers to the presence of ELLs new to our building who have transferred from other NYC schools.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

When new students are initially enrolled in the school, the HLIS is completed. The part on the HLIS indicating prior schooling is reviewed. This section, along with other information, such as report cards from prior schooling or any work samples, give the interviewer an indication of the students educational history and SIFE status. If a student in grades 3, 4 or 5 has attended school in the United States for less than 12 months and had interruptions or inconsistency with formal schooling prior to arrival in the United States that has left them two or more years below grade level in math and or literacy in their native language and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results then the SIFE Identification process is started. The student is administered the Oral Interview Questionnaire and the LENS. The initial SIFE status is determined and indicated in ATS within 30 days and may be modified for up to one year. Once an ELL scores at a transitioning level or higher on NYSESLAT, the SIFE status may be removed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled students whose home language is determined to be other than English and who enter with an IEP, the Language Proficiency Team members determine the child's eligibility for NYSITELL. The LPT members who provide input and assist in making a determination are an ENL teacher, Special Education Coordinator, the child's parent or guardian, IEP teacher, a speech provider, the guidance counselor, the social worker and the school psychologist. Interpreters are provided if needed or interpretation services are utilized. If the LPT determines that the NYSITELL should be administered, administration will proceed. If the LPT determines the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT decision to not administer the NYSITELL, then the final decision is made by the superintendent or designee within 20 days. The LPT NYSITELL Determination form is completed and filed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

As soon as NYSITELL hand scores are available, ENL teachers send language-specific entitlement letters and Parent Brochures from the toolkit home, inviting parents to come to school to view the multilingual video explaining program choices, and to make their

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Notification letters from the NYCDOE are sent home to parents of students who have taken the NYSITELL and have been identified as an ELL or non-ELL. These notification letters are sent to parents in their preferred language of written communication that explain they have the right to appeal their child's ELL status within 45 school days. At the ELL Parent Orientation, this is explained as well. The school then initiates a review of ELL status determination to accommodate any written requests when notified by parents.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Upon identification of new ELLs in the building based on NYSITELL hand scores, ENL teachers immediately send a language-specific communication from the ELL toolkit home to parents (including the Parent Brochure), and request that they come in and view the multilingual video explaining program choices. Parents are invited and encouraged to come to the building as soon as ELLs are identified so that they may understand their choices via the multilingual video and/or face-to-face explanations from bilingual staff. All of this occurs within the first 10 days of enrollment. For the convenience of parents, and for parents who enrolled their children during the summer months, multilingual morning and afternoon orientation are scheduled within the allotted identification time frame (first ten days of student's admission), and the video is viewed and discussed. Bilingual staff members are always on hand so that questions and concerns may be addressed in the native language. Parents are then able to make fully-informed choices for their ELL child(ren).

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

As soon as NYSITELL hand scores are available, ENL teachers send language-specific entitlement letters and Parent Brochures inviting parents to come to school to view the multilingual video explaining program choices, and to make their selection via the Parent Survey and Program Selection form. ENL teachers, ELL parents and bilingual staff enjoy good community relations at P.S. 107, so that parents are comfortable setting up appointments to learn more about our program and to have their concerns regarding program selection addressed. To ensure best compliance, and for the convenience of all parents, we hold morning and afternoon workshops with bilingual staff on hand where parents can view the DVD and complete the survey. An agenda and attendance sheet with selections noted is maintained in ENL office. We collect all Parent Survey and Program Selection forms, and enter the information in ELPC in ATS. The forms are then filed in the child's permanent cumulative folder. For parents who choose not to come to school to attend Parent Choice DVD screenings, a letter is sent home in the native language with a parent brochure reiterating the importance of viewing the informational DVD, whether at school or on the DOE website, and completing the survey on behalf of their child(ren). If no response is forthcoming, we attempt telephone contact and also continue to send letters and forms home to request that parents come to school to view the video and submit forms. After multiple attempts at parent outreach have been made and the Parent Survey and Program Selection form is still not returned, we enter "Did not return" in ELPC on ATS. Since we currently do not have a bilingual program at P.S. 107, the student is placed in our freestanding ENL program. We have achieved a 80% reponse on Program Selection Forms in 2015.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL Department keeps a record of attendance and parent program selections at the parent orientations. Recorded on this attendance sheet is the date they attended the orientation and what their program selection was. Here, we also maintain a record of students whose parents did not attend Parent Orientation sessions but who made a selection and returned the forms. These forms are recorded as "returned". For parents who did not attend Parent Orientation and did not return the forms, multiple attempts through phone calls and notices home are made. After these outreach attempts have been made and the form is still not returned after the eighteenth school calendar day, they are then entered into ELPC with "Parent did not return the survey".

9. Describe how your school ensures that placement parent notification letters are distributed.

After parents attend orientation and Parent Survey and Program Selection forms are returned or after all outreach attempts have been made to have the form completed and returned, parent choices are entered into the ELPC screen. Immediately following parent selection or default choices, appropriate placement parent notification letters are distributed to all students in the parents' preferred written language of communication. Our school only has an ENL program so all children are placed in this program.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Documentation is kept in the ENL Department, in the main office, and in the child's cumulative folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The spring is an extremely busy time of year for testing. ENL teachers set up a testing schedule for all ELLs avoiding scheduling conflicts, and create check sheets to make sure that all ELLs have taken all four parts of the test. Information about the schedule is shared with classroom teachers via memoranda. ENL teachers consult with the Special Education department and refer to testing modifications on IEPs to ensure that all testing accommodations are in place for ELL-SWDs. Any absences are noted, and makeup sessions are scheduled as early as possible within the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
In the first days of the new school year, the ENL Department prints an RLAT report from ATS to determine the current students for the school year. ESL teachers determine which of these students took a NYSESLAT and continued to be entitled to ENL support or have received a Commanding (or Proficient) within the past two years and require a transitional support. After reviewing the RLAT and determining who our ELL student population is, appropriate entitlement or transitional support parent notification letters are sent home in the parents preferred language of written communication.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
The results of the Parent Choice paperwork show that the majority of parents choose the ENL program. Our school offers the ENL program to all our students. Numbers for Dual Language and Bilingual program models have not been met to satisfy the amount required to open either of those programs.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
At P.S. 107, ENL instruction is delivered via the pull-out and push-in model. Students who took the NYSITELL or NYSESLAT who scored at the Entering and Emerging levels are pulled out in small groups to be given stand-alone ENL with certified ENL teachers in age-appropriate groupings for the mandated stand-alone minutes. Integrated instruction is provided through a push-in model in classrooms by an ENL-certified teacher for the remaining mandated minutes. For some students who score at the Entering and Emerging level, those minutes are provided weekly by their classroom teacher if their classroom teacher is both Common Branch- and TESOL-certified.  
  
Students scoring at the Transitioning, Expanding or Commanding levels are provided the mandated minutes per week of integrated instruction in their classroom via push-in model with an ENL-certified teacher. Teachers holding both common branch and TESOL certification provide the mandated minutes of integrated instruction to these students scoring at the Transitioning, Expanding or Commanding levels in their classrooms.

ENL and classroom teachers meet regularly in order to align curriculum and instruction, to discuss student progress and to collaborate strategies to maintain school-wide consistency of focus and instructional support. The standalone ENL program at P.S.107 tends to be homogeneous since we group our students according to proficiency and grade level.

b. TBE program. *If applicable.*

Not applicable

c. DL program. *If applicable.*

Not applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ENL stand-alone and integrated instruction is delivered by certified ENL teachers and dually licensed Common Branch/TESOL teachers in the pull-out and push-in models. Entering and Emerging ELLs are arranged in homogeneous groupings for the pull-out model and receive instruction in the four modalities based on the mandated number of instructional minutes required by CR Part 154. ENL integrated instruction is delivered by our school's English as a New Language program according to mandated instructional minutes for each proficiency level. ELA instruction is delivered by certified Elementary Education classroom teachers who schedule Reader's and Writer's Workshop periods daily. Our program model does not include NLA instruction as we do not have dual language or bilingual programs.

3. Describe how core content is delivered in each program model. 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.

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

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

Currently, we do not have any SIFE students at P.S. 107. Our plan makes available all existing support structures that might benefit the student such as RTI support and small group instruction. ENL teachers share instructional techniques and resources with classroom teachers in order to support students at appropriate levels such as modified grade-level texts, differentiation through lesson presentation or through modified tasks.

At P.S. 107, teachers provide newly-arrived ELLs with classroom buddies who speak the same native language to support in

transitioning to English. This helps lower the affective filter for language acquisition. In addition, bilingual picture dictionaries and dual language glossaries are in place to help support new learning. Support is provided to classroom teachers of these students by ENL teachers with strategies and techniques to support language and content learning.

Some of our students at P.S. 107 are considered Developing ELLs with four to six years of service. Of these 58 students, 22 of these these have IEPs and are placed in more restrictive settings (ICT or 12:1:1). Our plan for these students includes their participating in Title III Morning program for additional support, as well as Related Services as required by their individual academic needs and IEPs. Small group targeted instruction especially in reading and writing is provided for these students.

At P.S. 107 there are no students who are receiving 7 or more years of ENL instruction. We will continue to monitor our population and plan for their needs as individual situations arise. However, we would continue to provide Title III Morning program for additional support, as well as small group targeted instruction and Related Services as required by their individual academic needs and IEPs. Additionally, differentiation through teaching and explicit instruction, differentiated product or task and differentiated content material could be provided as other ways of support.

Former ELLs receive test accommodations and ninety minutes of integrated ENL instruction as per New York state mandates. ENL teachers continue to provide classroom teachers with strategies, resources and support for former ELLs who are in their classrooms.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.  
All students in P.S. 107 are continually monitored and assessed to ensure academic progress. Teachers and support staff monitor students and provide support or recommendations for Response to Intervention services when necessary. Teachers provide differentiation and consult with ENL teachers and related service providers in order to provide appropriate support to students. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-12 month period. If the principal's decision is to reverse the ELL status, she will consult with the superintendent. The final decision notification will be given to parents in writing in their preferred language of communication within 10 school days.
8. 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?  
Same P.S. 107 students with disabilities including cognitive and physical special needs, medically fragile students, etc. who are identified as ELLs are included in the mainstream ENL program based on collaborative judgment between ENL teachers and our school's Health Coordinator. Both ENL and Special Education strategies and instructional methods, such as scaffolding, building background knowledge and differentiation, are utilized in order to maximize the educational benefit to these children based on their individual learning needs. Grade-level materials are provided with additional support such as deconstructing/reconstructing of text in order to support growth in content-area knowledge. Students in all grades and classrooms have access to appropriate

**Chart** grade level content materials and curriculum. Our school uses Teachers College Reading and Writing Workshop curriculum for literacy and Go Math for mathematics curriculum. These materials, combined with the instructional strategies, support English language development.

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

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

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
<b>STAND-ALONE</b>	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
<b>INTEGRATED ENL</b>	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
<b>FLEXIBILITY</b>		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
<b>TOTAL</b>	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
<b>STAFFING/ PERSONNEL</b>	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

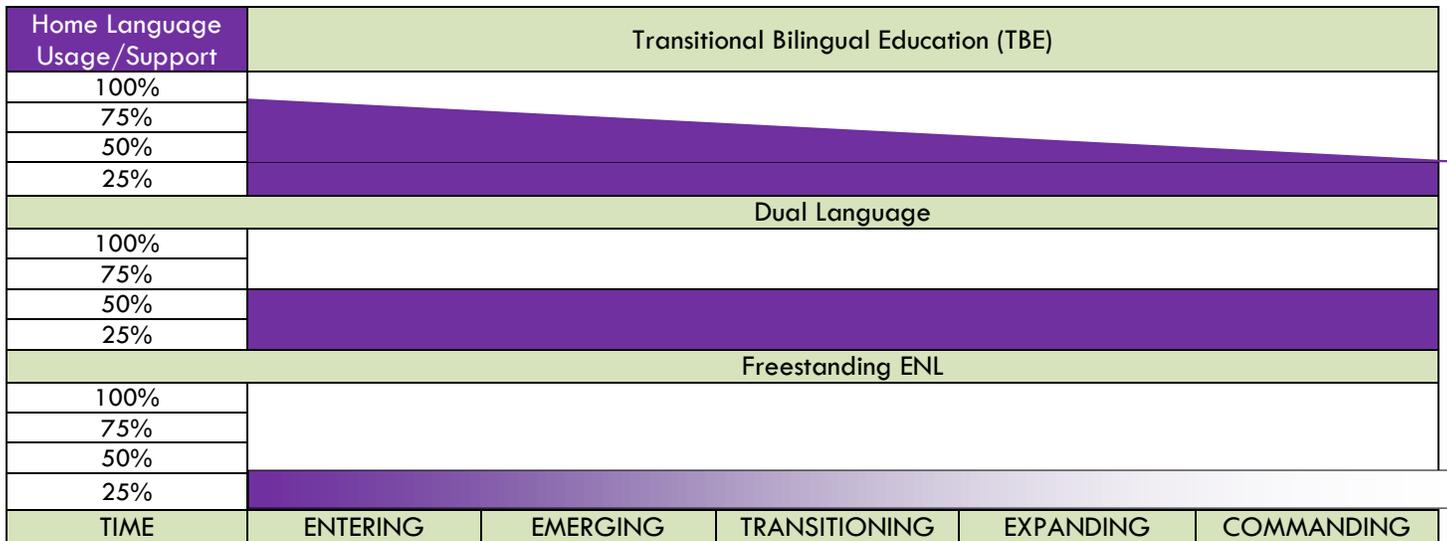


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
Our Response to Intervention program at P.S. 107 targets ELA and Math skills to students identified as needing intervention services in these areas. ELLs also benefit from the morning programs where focus is on oral language, vocabulary development and ELA. Morning Science program provides support for Science content area. Where appropriate and/or mandated, ELLs attend SETSS sessions tailored to their specific academic needs. At-risk Speech services are also given to students identified as in need of support through RTI. All services and programs are offered in English. Additionally, we have a licensed Chinese speaking Speech Provider and licensed Spanish speaking Speech Provider who can assess and provide support to ELLs who speak those languages.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Overall data of our ELL students indicates that our students are making progress in acquiring language each year. This year, the data indicates a progression of student shifting from a majority of students at the "Entering" stage within Kindergarten to a majority of students at the "Commanding" phase in fifth grade. Data indicates that by third grade the majority of ELL students make progress and are exemplifying "expanding" and "commanding" levels of language
12. What new programs or improvements will be considered for the upcoming school year?  
Within the upcoming year we intend to utilize Foundations for students that are at early emergent stages of reading. While Foundations has always been utilized in Kindergarten and first grade, we have seen great movement in students acquiring reading skills and making movement across reading levels through the multi-sensory approach. Consequently, Foundations will be utilized with ENL learners that are in the early emergent stage of reading.
13. What programs/services for ELLs will be discontinued and why?  
At this time the programs that we have utilized will not be discontinued as we have seen positive gains in student progress in moving through the stages of acquiring language. Our percentages of students progressing across the 5 point ENL range from year to year, with the majority of fifth grade students exemplifying expanding and commanding language acquisition, are favorable and assure that programs that we are utilizing are supporting our students in acquiring language.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All students participate in the same curriculum and programs throughout the school. Teachers support learners with varying means of accessibility to afford access into the curriculum. For example, within reading, students may have varying text levels in order to support students in being able to access the reading strategies and participate in independent reading. Across subject areas techniques, tools, and resources are available to support ENL learners with access into the curriculum.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Technology is used to provide students with access to books, vocabulary and interactive activities to support language acquisition. Visual aides including teacher made charts and tools are provided to support students with access into the learning. Programs such as Imagine Learning, I-Ready, and Reading Eggs are also utilized to support ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Within the ENL program model, technology supports are used to provide students with home language support. Teachers utilize varying technology tools, ie. google translate, to support students with home language. The school is seeking to purchase licenses for programs that allow students access to texts and materials within their home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The school follows the Common Core Curriculum and has purchased curriculum that aligns to the Common Core Standards. When planning, teachers across grades and settings plan and deliver teaching within the curriculum that is appropriate to the age and grade of students. Therefore, all students are exposed to grade appropriate learning. The staff works to ensure the access of all students into this curriculum. Teachers pull small groups and work with students within 1-1 conferences in order to support students in participating and master grade appropriate curriculum.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Newly enrolled ELLs are invited to come to Open Doors with their parents to meet the Parent Coordinator and other parents of English Language Learners and engage in fun and academic activities. We continually offer workshops and programs throughout the school year for all students to attend facilitated by the Parent Coordinator, PTA and outside Community Based Organizations. The guidance counselor is always available to support ELLs in their transition to school. Buddies within the classroom are also assigned to students to support them with the transition into our school as well. ENL teachers provide support to students, parents and teachers throughout the year in many different ways. Supplemental materials, teacher resources, parent outreach, content area materials, differentiation techniques and small groups are a handful of ways ENL teachers provide that support.

19. What language electives are offered to ELLs?

**Paste response to question here:**

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Paste response to question here:**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

ESL professional development support will be available to all personnel including all classroom teachers, out-of-classroom teachers, service providers and paraprofessionals. P.D. schedule includes meetings during Inquiry Team (weekly), grade conferences and faculty conferences (monthly); professional development on Election Day, Chancellor's Day and three paraprofessional workshops during the year. In addition, there will be twenty Teachers College staff development days, with ten sessions for upper grades and ten sessions for lower grades. These staff developers take into consideration our ELL population and provide strategies, scaffolds and support to our staff so our students can be successful. Teachers will also attend meetings outside of the building offered at Teacher's College and the Borough Field Support Center that are geared toward ENL learning. A major focus for professional development this year within PS 107 is in providing access and entry points for all students to the curriculum through targeted instruction and activities as aligned to student needs. ESL teachers support other personnel in this schoolwide focus by providing environmental and instructional support strategies in the form of visual aids, sharing strategies such as "juicy sentences," BICS/CALP wordplay and deconstruction/reconstruction of text, as well as scaffolding supports such as previewing text, pre-teaching content-specific vocabulary and the use of graphic organizers.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

ESL teachers attend various professional development training sessions throughout the year. This includes ELL Liaison/Instructional Lead Meetings, and training provided by The Office of English Language Learners. These sessions are solely focused on engaging ELLs and providing access to the Common Core Learning Standards. Information and strategies learned from these workshops and trainings are then shared at P.S. 107's Instructional Lead meetings and regularly held grade meetings so teachers can learn and implement these ESL strategies and techniques. Professional Development is also provided from Teacher's College with specific strategies to support ENL learners with acquiring language and literacy skills.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

On Professional Development days, ESL teachers present strategies for teachers to use to support ELLs in their language acquisition and content area learning, for example conversation cards, deconstruction/reconstruction of text, and use of graphic organizers. ESL teachers also present during lead teacher meetings, faculty conferences, grade meetings and Inquiry Team. ESL teachers attend Professional Development offered by the Office of ELLs, BFSC, and Teacher's College. Time is allocated for information to be turn-keyed to the building staff. Agendas and PD attendance records are available for professional learning within PS 107. Records of outside PD are maintained by the ESL teachers in the ESL department.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to meeting with parents at Parent Orientation and Parent-Teacher Conferences, on Tuesday extended day all teachers, including classroom and ENL teachers, invite parents of ELLs to meet individually with them during the allotted Parent Engagement time. During this time, academic progress, language development as well as tips and strategies to use at home are shared with parents. Translations are made available with the help of bilingual speakers in the building or through calls made to the Translation Hotline. Translated notes are sent home to parents to invite them to meet with teachers or to discuss progress over the phone, via email or through notes. Multiple attempts at parent outreach are made to ensure teachers meet with parents of ELLs to discuss their child's progress.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

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

2. Each teacher maintains their own records for annual individual meetings with ELL parents and the outreach steps taken to ensure their specific needs are met. Meetings and outreach occurs in many different ways according to parent preference (email, phone calls, in-person meetings and notes home).

3. The P.S. 107 school community enjoys a high level of parent involvement. Our school is a welcoming environment for students, families and visitors. Our PTA enjoys a large and committed membership who contribute their time and energy to many projects that benefit our school and school community. The PTA board is a microcosm of our school in diversity of culture and language. Our school lobby has a P.S. 107 Family bulletin board covered with photographs of our children and families participating in our many parent involvement activities. Our Parent Coordinator creates, organizes and facilitates many opportunities for parent and family involvement in the way of day- and night-time workshops. Some of the workshops held at P.S. 107 are GO Math, Open Doors ELL (parents & children workshops), Bullying Prevention, Preparing for New York State tests, Family Craft Nights, Effective Parent-Teacher Conferences, Movie Night, Candyland, Adult Book Club, Parent and Child Book Club. P.S. 107 also holds workshops on Saturdays, such as Daddy and Me, Build-A-Kite, and Family Fun Morning. We also make two family Sunday trips per year, one to a Broadway show and another to a New York City venue such as Radio City or Madison Square Garden theater. This year, P.S. 107 has applied for a theater grant from the Center for Arts Education: Parents as Arts Partners, specifically for Kindergarten ELLs with the goal of increasing language and vocabulary, and building community. We will also be applying for the Ezra Jack Keats mini-grant to support our ELL families. ELL parents participate in school activities because P.S. 107 does not let language act as a barrier to a full and representative community. Parent notices go home in the parents' preferred home language and bilingual staff are available throughout the day as well as at night-time workshops to assist ELL families. At P.S. 107, communication between school and all parents is full, open and ongoing. Our staff and parents keep in touch in many ways: the school's all-call messenger system (Blackboard Connect), appointments, conferences, email, telephone meetings, classroom newsletters and the school bulletin Guidepost.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are working hard to partner with organizations within the community. We are hosting our first ever Community Outreach Fair on a Saturday in October. Organizations such as afterschool programs, tutoring programs, sports teams and summer camps will be available to meet with and talk to families about ways to get involved in the community with their children. The representatives will be available to discuss their individual programs in a fun, familiar environment. This is a new way to create opportunities for student and family involvement in our P.S. 107 school and neighboring community.
5. How do you evaluate the needs of the parents?

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

resolved in a very timely manner.

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

We address the language, curricular, parenting and community needs of all families in the P.S. 107 community. All languages, cultures and experiences are honored. Our parents want to be involved in their children's educational life. Due to the variety of parent involvement activities found at our school, parents' needs are well met, which is reflected in our school's Learning Environment survey. Our parent involvement and outreach is constantly assessed and evaluated to meet the needs of our changing demographics.

#### **D. Additional Information**

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lori Cummings	Principal		1/1/01
Sara Cangelosi	Assistant Principal		1/1/01
Ourania Malandrakis	Parent Coordinator		1/1/01
Elizabeth Watts	ENL/Bilingual Teacher		1/1/01
Winnie Wu	Parent		1/1/01
Jean Clinton/ ESL Teacher	Teacher/Subject Area		1/1/01
Natasha Mijatovik/ IEP Teacher	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Nora Tomei	School Counselor		1/1/01
Danielle DiMango	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
Denise Smith	Other <u>Data Specialist</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **25Q107** School Name: **Thomas Dooley School**  
Superintendent: **Danielle DiMang**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We utilize the Home Language Identification Survey during the registration process. At that time, we determine not only the child's language but also the preferred language of communication of the parent which may be different than the child's. These preferences are captured in ATS. ESL teachers also keep records of parents' preferred language of communication both written and oral, and we share this information with Parent Coordinator (LAC) and others. We utilize this information throughout the school year to ensure optimal written and oral communication between school and parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

As per the Home Language Identification Survey and information gathered in ATS, parents' preferred languages for both written and oral communication include: English, Chinese, Korean, Spanish, Arabic, Italian, Russian, Greek, Pashtu, Hindi, Punjabi and Urdu. Most of our parents speak, read and write English, Chinese, Korean and Spanish.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All information distributed regarding safety and reminders sent on behalf of the Department of Education are sent home in translated versions. Vital documents such as report cards, emergency blue cards, school lunch forms, school discipline code, Respect for All and Gifted and Talented applications are provided in translated versions at the beginning of the school year. Additionally, throughout the school year the parent coordinator sends school announcements regarding events and/or important information that the school is sharing via an all call system that the school has purchased in English and then translated and messaged in the languages that are appropriate to the families within our school. Due to our highly diverse and multilingual staff, we are able to provide in-house translations of letters and documents.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Face-to-face meetings at our school include Parent-Teacher Conferences on November 5 and March 3, Meet the Teacher on September 17 and May 12, monthly Curriculum Workshops which started September 30, Open School Week November 16. Other interactions include Stop and Chat outside school at arrival and dismissal, Parent Engagement every Tuesday afternoon, unscheduled calls from Guidance and Attendance as needed. Our school utilizes Blackboard Connect to disseminate phone messages to all parents in their preferred languages. Our many multilingual staff members assist by recording the messages that go out in these all-calls.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school utilizes staff that are proficient in the languages that require translation and/or interpretation to support in the timely translation of documents and announcements to families. In the event that a staff member is unavailable, the school has utilized the phone translation service that is provided by the

Department of Education to support messaging with families during meetings and parent conferences.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We provide oral interpretation by utilizing our multi-lingual in-house staff, parent volunteers, and on occasion the NYC DOE Translation & Interpretation Unit. Parent and staff volunteers provide translations when necessary on an immediate needs basis. All staff are reminded weekly by our staff bulletin that over-the-phone interpretation services are available Mondays through Friday from 8 am to 5 pm. This contributes to building a strong sense of community.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff are reminded weekly by our staff bulletin that over-the-phone interpretation services are available Mondays through Friday from 8 am to 5 pm. We distribute the Language Palm Card to all staff. In addition, staff memos and reminders are sent to staff with links and available phone numbers that can be used for language translation offered by the DOE and/or in house extensions for staff available for translations throughout the school.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Welcome poster is displayed prominently in our lobby. The Language ID Guide is posted at the security desk and in the office. The Parents' Bill of Rights is sent home in the preferred language. The Parents' Guide to Language Access is scanned and emailed to all parents by the PC/LAC.

**Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We utilize the parent survey, Stop and Chat and all available data to gather feedback and improve parent engagement.