



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **08X107**

School Name: **P.S. 107**

Principal: **KATHERINE HAMM**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 107X School Number (DBN): 08X107
Pre-K – 5th
Grades Served:
School Address: 1695 Seward Avenue Bronx, NY 10473
Phone Number: 718-860-8760 Fax: 718-860-8771
School Contact Person: Victoria Najera Email Address: vnajera@schools.nyc.gov
Principal: Katherine O. Hamm
UFT Chapter Leader: Ron Bradford
Parents' Association President: Jennifer Riollano
SLT Chairperson: Frankie Aponte
Title I Parent Representative (or Parent Advisory Council Chairperson):
Student Representative(s):

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Ave Bronx, NY 10462
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: 718-828-6653 Fax: 718-828-2760

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue Bronx, NY 10462
Director's Email Address: jruiz2@schools.nyc.gov

Phone Number: 718-828-7776

Fax: 718-828-6280

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Katherine O. Hamm	*Principal or Designee	
Ron Bradford	*UFT Chapter Leader or Designee	
Jennifer Riollano	*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	
Evelyn Balance	Member/Parent Representative	
Jennifer Bacon	Member/ Parent Representative	
Frankie Aponte	Member/ Parent Representative	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Charmaine Figueroa	Member/ Parent Representative	
Donna Taylor	Member/ Teacher Representative	
Elizabeth Rende	Member/ Teacher	
Alyson Parry	Member/ Teacher	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: 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.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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 107X is a Pre-Kindergarten through fifth grade elementary school located in the Soundview area of the Bronx. We serve 525 students. Our student population consists of 59% Hispanic, 38% African American, 1% White and 1% Asian. PS 107 has a variety of learners in which 10% of our students are English Language Learners and 29% of our students are Special Needs.

At PS 107X we celebrate the unique and diverse individuality of each child. We are dedicated to providing opportunities for students with different learning styles to achieve academic success. We continually collaborate on important issues which will impact the successful achievement of students' academic and social goals, as well as help foster a respectful partnership with parents and the wider community.

All our academic programs are aligned with New York State Common Core Learning Standards on each grade level. Teachers are committed to the success and improvement of their classroom and students. They consistently collaborate and analyze student data in an effort to meet all targeted benchmarks. They strive to implement a rigorous and diverse curriculum, which recognizes the child's need for differentiated instruction. As a learning community, we will continue to work on our collaborative work of utilizing data to best meet the needs of each individual child and inform instruction.

As we strive to meet the needs of our diverse learners at PS 107, we have placed structures in place such as a tiered level of academic intervention for all students academic and social needs. PS 107 hosts a variety of academic support through small group and guided instruction, Response To Intervention (RTI), After School Programs, and Saturday Academy. We also support students social emotional health through our PBIS program, guidance counselor, school social worker, and SAPIS Counselor.

PS 107X encourages children to learn to make the right choices in order to be successful, well-rounded, lifelong learners. Through a process of collecting and analyzing data, we continuously make academic and social emotional improvement that reflect current practices and accommodate the needs of all learners to successfully reach their potential. As a result, PS 107 students show excitement to learn and are actively engaged in classrooms that are welcoming, safe and orderly. Students show their enthusiasm for learning by actively participating in class discussions, school clubs, attendance to school enrichment programs, and sharing their new learning with classmates and parents during performances and parent engagement events.

At PS 107 we provide all learners with a variety of social emotional resources. Students social emotional needs are supported through our PBIS program (Positive Behavioral Interventions and Support), our Child Study Team, and our school SAPIS Counselor. Our PBIS program includes weekly incentives, student of the week acknowledgement, and periodic celebrations that publicly acknowledge students commitment of the schools essential agreements of BLAST (Be responsible, Learning ready, Act respectfully, Stay safe, Talk kindly). We reinforce our positive behavior support through the principals book of the month and assemblies that encourage all our students to be respectful, responsible and well rounded citizens.

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>PS 107 scored effective in the HEDI rating scale in the school leader ensuring and supporting the quality implementation of rigorous and coherent curricula that is appropriately aligned to the Common Core Learning Standards and is monitored and adapted to meet the needs of students. We also scored effective on the development of a comprehensive plan for teachers to partner with and across all grade subjects to create interdisciplinary curricula targeting the arts, technology. Another effective scored area as per the Heidi scale if the implementation of a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involve student reflection, tracking of, and ownership of learning.</p> <p>PS 107 will continue to work in the developing area based on the Heidi scale of, developing and insuring that unit lesson plans are data driven, are aligned to the CCLS and NYS content standards in order to address all learners student achievement needs. As a result, PS 107 has strategically planned professional development around gathering and analyzing data, and using data to plan lessons and adjust instruction to meet all learners.</p>		

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2015-2016 school year, each grade level team will modify a minimum of 3 unit plans for each content area: Writing, Math and Social Studies. Each of the modifications will be data-driven, aligned to the CCLS, NY State Standards and address modifications based on beginning of the year and mid-year baseline assessments and formative as well as summative unit assessments. Baseline assessments will be given at the beginning of the school year and mid-year for writing and mathematics. Formative and summative assessments will be on going for ELA. Math, and Social Studies based on the scope and sequence of Writing, Math and Social Studies, with a minimum of 2 assessments for each unit. Modifications will be evident in unit plans as well as daily lesson plans.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers will meet weekly by grade level to analyze student data in one of the following content areas: reading, math, or writing. Teachers will use a student work protocol to analyze student work, analyze pre-assessments, quizzes, unit assessments, or any form of formative data to identify trends and areas of deficiency in the focus content area. Teachers will record their findings and modifications on curriculum maps and lesson plans, with a focus on ELL's, students with disabilities, and students not meeting the benchmarks assessed. Student data from quizzes, unit assessments, formative and summative assessments on focused content areas will be reviewed periodically by the Professional Development Team and then turn key findings to grade level teams.</p>	<p>All teachers, paraprofessionals, school support staff</p>	<p>Sept. 2015- June 2016</p>	<p>School Administration, Instructional Coaches, Professional Development Team</p>
<p>Teachers will participate in a series of professional development workshops focused on planning guided and differentiated instruction to address the various needs of students not meeting benchmarks, including students with disabilities, and English language</p>	<p>All teachers, paraprofessionals, school support staff</p>	<p>Sept. 2015- June 2016</p>	<p>School Administration, Instructional Coaches, Lit Life Consultant, National Teaching Network Consultant</p>

learners. Cycles of observations and learning walks will be utilized to observe the implementation of small group instruction in ELA and Math. General findings will be discussed with instructional coaches, and plans of action will be created as needed. General data on classroom observations will be shared with the professional development team, and turn keyed to teachers.			
Parents will participate in a series of Parent Workshops that will help them understand the content and structures to support their child's academic and social emotional development. Topics that will be addressed in these workshop include but are not limited to: the common core learning standards in ELA and Math, strategies to help their child with homework, strategies to help their child's social emotional health.	Parents	Sept. 2015- June 2016	Parent Coordinator, Instructional Coaches, PS 107X Teachers, ASPIRA of New York,

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.											
School schedule will reflect weekly common grade level meeting time for teacher teams to meet. Monthly meetings will be schedule for the Professional Development Team to meet with the School Cabinet to discuss goals. Scheduled Professional Development Calendar will reflect professional development offered to teachers, reflective of the schools goals and will be planned during school hours or during the mandated Monday Professional Development Time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		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.
Progress monitoring will occur in a variety of ways. Monthly monitoring will occur with grade level teams submitting their grade level trends and grade level student work protocol on focused content areas, unit curriculum maps/lesson plans will reflect modifications and will be submitted ongoing to instructional coaches. In February, student mid-year benchmark assessments in ELA and Math will be used to assess the impact of curriculum modifications and lesson adjustments by grade levels in order to plan next steps and adjustments to meet the end of year goals. The Professional Development team will look at all school data and turn key findings and next steps to the all staff .
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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>PS 107X reflects an effective or highly effective rating in the following areas based on the HEIDI rating scale: there are established systems in place that support and sustain the students social and emotional development and academic success. Students are recognized for their citizenship during weekly assemblies and celebrations. The school articulates and promotes the vision for social and emotional developmental health that is aligned to a curriculum that provides learning experiences and a safe and healthy school environment for the PS 107 community. All classrooms participate in a series of PBIS lessons that support our schools essential agreements of BLAST (Be responsible, Learning ready, Act respectfully, Stay safe, Talk kindly). Monthly, the teachers book of the month touches upon social emotional aspects, which are discussed in the classroom and include our WWT (Walk away, use your Words, Tell an adult) initiative, and are enforced by all staff. The school leader and staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental needs. The Child Study Team meets monthly to discuss students needs and referrals made by teachers or families, in order to address the social emotional needs of students. The schools professional development team, reviews and discussed data that reflects OORS or referrals made as a means to discuss next steps or modifications to best support students social emotional health.</p>		

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2015-2016 school year, PS 107X will promote a safe learning environment for all learners by putting systems in place to minimize the number of reported incidents reported on OORS monthly to no more than five a month. Monthly, the child study team and PD team will meet to review reports on safety and discuss modifications and next steps to the system in place to support students social emotional needs. As a result we foresee no more than five incidents reported on a monthly basis on OORS. In February, the Child study team will review the OORS reports from September through January and if needed will adjust and modify the schools behavior support plan to meet the needs of students.

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Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>School will implement PBIS (Positive Behavior Intervention Strategies) lessons, Principal’s Book of the Month lessons, and weekly town hall meetings to support students’ social and emotional health. The child study team and administration will meet monthly to review student social emotional referrals, data from OORS and reports from social emotional support services in order to analyze its success or make modifications.</p>	<p>Students</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, SAPIS Worker, Child Study Team, Teacher PD Team</p>
<p>School will support students’ social emotional health through at-risk strategies with the SBST (School Based Support Team), Child Study Team, and School SAPIS Counselor, based on monthly meetings to analyze OORS reports and behavioral referrals.</p>	<p>Students</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, school psychologist, school counselor, school social workers, SAPIS Counselor, administration</p>
<p>Parent Workshops will be hosted by members of the Child Study Team, school staff, or outside agencies on healthy social</p>	<p>Parents</p>	<p>Sept. 2015- June 2016</p>	<p>SAPIS Counselor, school counselor, school social</p>

emotional and the schools social emotional support system PBIS.			workers, administration, school staff, outside agencies

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.											
Resources that will be used to promote a positive and safe learning environment include, schedule adjustments, instructional resources, and human resources. .											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		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.											
Monitoring of students social emotional health will be done weekly (by school Achievement Coach and SAPIS Counselor, School Administration, School Staff) and quarterly (November 2015, January 2016, March 2016, May 2016) by school PD team (compromised by one teacher from each grade) , and SLT of reports from OORS, and SBST referrals. A mid year review of referrals and occurrence trends will be analyzed by the PD team and child study team/school based support staff in order to identified needed modifications and adjustments to the school behavior plan.											
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 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>PS 107's strengths as relating to the Heidi scale for Tenet 4 include grade level teams ensuring that instructional practices and strategies around unit or daily lesson plans address all students’ goals including English Language Learners and students with disabilities.</p> <p>Based on our May 2015 Quality Review, developing ratings were addressed in the following areas: Teachers providing coherent instruction that leads to multiple points of access for all students. For example, teachers ability to use a variety of modalities to support students access to content was not evident across all classrooms. The implementation of learning environments that are reflective to students varied experiences and tailored to the strength and needs of all students. Teachers classroom environments differed, some providing scaffolded learning environments, and others generic. Teachers use of summative and formative data sources to plan and foster participation in students learning process was not consistent across all classrooms in all grades. Some classroom teachers were able to share data that influenced grouping, differentiated instruction, and meeting the needs of the varied learners in each class.</p> <p>As a result, PS 107 teachers will participate in a series of professional development workshops that will support their planning of instruction that leads to multiple access points, creating learning environment that are responsive to students' varied experiences and tailored to the strengths and needs of students, and the fostering of student participation in their own learning.</p>		

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

PS 107 teacher teams will use data to foster participation in students learning as evident in unit and daily lesson plans.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Using the theory of action planning, teachers will use guided instruction to engage all students including ELL’s and students with disabilities in data driven instruction.</p>	<p>Teachers, students</p>	<p>Sept. 2015-June 2016</p>	<p>Administration, Instructional Coaches, Teacher Teams, Professional Development Team, Consultants NTN & LitLife</p>
<p>Using the Danielson Framework for Teaching, teachers will participate in cycles of professional development around guided instruction including learning walks, modeled lessons, and co-teaching support in the classroom.</p>	<p>Teachers</p>	<p>Sept. 2015-June 2016</p>	<p>Administration, Instructional Coaches, Teacher Teams, Professional Development, Consultants NTN & LitLife</p>
<p>Teachers and instructional coaches will provide parent workshops on supporting their child’s achievement and engagement in lessons.</p>	<p>Parents</p>	<p>Sept. 2015-June 2016</p>	<p>Administration, Instructional Coaches, Teacher Teams, Parent Coordinator</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.

The school schedule will include grade level common planning time in which teachers will be able to review and plan lessons that meet the needs of all students and are aligned to the common core standards.

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

	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>During the course of the 2015-2016 school year, teachers will be engaged in cycles of observations in which the focus will be engaging students through various entry points and the planning of guided instruction. The Professional Development team and administration will review data reflective of such observations from the Advance tools in November 2015 as the first midpoint for the adjustment of Professional Development Cycles and support from support staff in meeting these goals. Data from Advance will be review data again in March 2016 for adjustment to the support provided for teachers in PD and from support staff.</p>
<p>Part 5b. In February 2016, 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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>As a reflection of the May 2015's Quality Review, the school is rated Proficient and shows strength in the following areas: The school leader ensures that the school community has an understanding of the schools goals, mission as outlines in the SCEP. The school leader is transparent about this information during SLT meetings as well as monthly Professional Team meetings. The school leader has put a system in place to cycle observations and feedback in order to impact teacher practice and students progress.</p>		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>For the 2015-2016 school year school data will be used to inform student academic progress.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School professional development team will meet monthly to analyze data from using one of the following as reference: School Quality Review, School Quality Report, Learning Survey, and Measure of Teacher Practice Data.</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Instructional Coaches, Professional Development Team</p>
<p>Based on the Danielson Framework for Teaching, teachers will participate in cycles of professional development reflective of teacher practice data from Advance data.</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Instructional Coaches, Professional Development Team</p>
<p>Based on the Danielson Framework for Teaching, instructional leaders will engage in cycles of observations and feedback sessions with teachers which will guide professional development cycles.</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Instructional Coaches, Professional Development Team</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>In support of annual goals money from a variety of funding sources will be used.</p>											
<p>Part 4b. 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	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>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.</p>
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The professional development team will participate in conversation on school wide baseline and mi-point benchmark data. The analyzed data will be presented to staff and effect the professional development cycles offered.

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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	H
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	H
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>According to the January 2014 DTSE the school was rated as highly effective in tenets 5 and 6.</p> <p>School engages in the following ways with families and the community:</p> <p>School sends out monthly communication letters to families in each grade level, that outlines the CCL Standards learning objectives in all content areas and social emotional health</p> <p>School organizes celebrations around students learning across the content areas, music, art, drama and social emotional growth</p> <p>School partners with various CBO’s to support students’ academic and emotional health: ASPIRA, READ Alliance, Harmony, Project Pawn (Chess), National Double Dutch, Soccer Champions, Makeosity, Computer Club, LEAP (Learning through an Expanded Arts Program), The Audubon Society, HEART, New York Cares, Partnership with Soundview Library, After School Programs and Saturday Academy.</p> <p>PS 107 partnership with Mercy College to support parents understanding of the CCLS</p> <p>School has various forms of communicating with parents and the community: PTA Meetings, Monthly School Newsletter, School Website (www.ps107x.org)</p>		

School hosts various parent workshops on the CCLS and social emotional health.

Weekly parent engagement that focuses on workshops, teacher parent communication on students strengths and weaknesses

Such engagement show a growth in student daily attendance to school. Parent attendance to parent teacher conferences and student led presentation has also increased.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

PS 107 2015-16 goal for improving family participation is to increase parent attendance to 40% at school events.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>School Instructional Coaches host parent workshops on the CCLS and NYS content standards as well as strategies that impact students’ progress. Parent attendance data will be collected and discussed at SLT meetings monthly.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator, School Administrators, PTA</p>
<p>School will invite guest speakers to support parents’ inquiries on various academic and emotional topics including English Language Learners, Students with Disabilities, and high needs students. Parent attendance data will be collected and discussed at SLT meetings monthly.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, School Administrators, PTA</p>
<p>School will hosts parent engagement workshops and parent-teacher meetings to engage parents in discussing students’ academic and emotional growth. Parent</p>	<p>Parents</p>	<p>9/2015-6/2016</p>	<p>Parent Coordinator, School Administrators, PTA</p>

attendance data will be collected and discussed at SLT meetings monthly.			
Coordinate family activities to include the PTA and Parents coordinator to increase parent participation and promote students' academic and emotional growth. Parent attendance data will be collected and discussed at SLT meetings monthly.	Parents	9/2015-6/2016	Parent Coordinator, School Administrators, PTA

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.											
In support of this annual goal, the PS 107 community will engage parents on a weekly basis in parent meetings that address the CCLS and provide them with strategies to engage their child in learning activities to support the home-school connection hosted by PS 107 staff and community based organizations.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		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.
Mid-point benchmarks that will indicate progress will occur: <ul style="list-style-type: none"> November 2015, February 2016, April 2016: parent survey , analyzing parent attendance to events
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
All students will be provided with a minimum of 200 contact hours of extended learning time for the 2015-2016 school year.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to all students in the school , with the goal of serving a minimum of fifty percent of students.
Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <ul style="list-style-type: none"> • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • Engage in outreach activities made to families.
We offer all students after school (5 days a week), Saturday Academy, Holiday and Summer Sessions which include academic and enrichment opportunities. Various enrichment activities are offers such as: Robotics, Science Club, Soccer, Chess, Double Dutch, Track, Instrumental Music, Guitar, Dance, Art, and Photography. Academic opportunities serviced by qualified New York State Certified teachers support instruction in reading, writing and mathematics. Attendance is monitored weekly with targeted goals tied to incentives. Parents will be notified of the opportunities through outreach, school website, and applications sent home.

We offer parent workshops to create home school connections with students learning during ELT and to support social emotional health.

Students attending the ELT programs will be assessed in ELA and Math at the beginning of the school year using a CCLS based assessment. Assessments will be given in September 2015 for baseline data, December 2015 for Mi-year data, and May 2016 for end of the year data.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

107's learning community has various partnerships with researched based academic, enrichment, music instruction, STEM, character development and healthy choices, such as Makeosity (STEM), Harmony (Music), Little Kids Rock (Music), Soccer Champions, HEART, LEAP (Learning through an expanded arts program), Audobon Society, READ Alliance, ASPIRA, National Double Dutch League, Project Pawn (chess) and New York City Cares.

In partnership with PS 107X staff we have a CBO coordinator that monitors all aspects of CBO's, such as attendance, pre and post assessment and survey, aligning schools over all goals with specific CBO objectives. ELT program runs from September – May school year, however the compass OST runs from September to August.

Each CBO provider submits quarterly reports that indicate pre and post assessment of student progress. Further more, monthly meetings occur to assess CBO's progress aligned to the schools over all goals.

Part 4b. Timeline for implementation and completion, including start and end dates.

Extended learning time school based programs will begin Monday, September 28th, 2015 through Friday, May 27th 2016.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

ELT programs will include staffing from the school and instructional materials aligned to the Common Core learning Standards.

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

Part 6 – ELT Progress Monitoring

Part 6a. 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.

ELT programs will engage in mid-point progress monitoring using a standards based assessment in ELA and Mathematics in December 2015.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Pre and post curriculum assessments, NYC Benchmark Assessments, DRA Scores	Guided Reading, shared reading, independent reading, close reading	Small groups, one-to-one, tutorial	During the school day, after school, Saturday school
Mathematics	Pre and post curriculum assessments, NYC Benchmark Assessments	Games, group problem solving, manipulatives and visual aids, multiple problem solving strategies	Small groups, one-to-one, tutorial	During the school day, after school, Saturday school
Science	Pre and post curriculum assessments, NYC Benchmark Assessments	Interactive, hands-on, experimental	Small groups, one-to-one, tutorial	During the school day, after school, Saturday school
Social Studies	Pre and post curriculum assessments, NYC Benchmark Assessments	Interactive, project based	Small groups, one-to-one,	During the school day, after school, Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PBIS, SBST, Guidance Counselor, School Psychologist, Social Worker	Mandated, intervention, at-risk	Small group, one to one	During the school day

Section 8: 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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In collaboration with the SLT, the school community discusses possible teaching positions in the 107 community. In adherence with the New York City Department of Education recruitment procedures, prospective openings are posted online. In collaboration with the UFT and the Professional Development Team rubrics are created for interviewing candidates. Candidates applications, interviews, and reflective feedback are compiled by the professional development team and shared with all SLT members. The administrative team considers the PD teams recommendations for all final hiring decisions. Strategies for the retention of teachers include celebrations, attendance acknowledgement, and support through the school sunshine committee. Teachers assignments and support that include high quality professional development are supported through three school based instructional coaches, consultants from National Teaching Network, LitLife and Makeosity. Ongoing professional development opportunities are afforded to teachers through school professional development and district wide professional development.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
In accordance with NYC contract for excellence, all teachers are engaged in PD on a weekly basis. All professional development is aligned to the specific needs of our learning community in meeting CCLS in ELA and Math and is constantly reassessed by the MOSL (Measure of Student Performance) and MOTP (Measure of Teachers Practice) Data. Teachers will engage in PD that supports their learning of the CCLS through support from consultants from the National Teaching Network, LitLif, and city wide PD opportunities.

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/information, early intervention services, etc.).

In collaboration with the office of early childhood, PTA, SLT and parent coordinator, and the school social worker, the PS 107 learning community will engage children and their parents from the pre-school initiative in a cycle of parent workshops to ease the transition from pre-school to early childhood programs. Parents will be invited to participate in various workshops in order to understand the NYC public school system, build the home school connection, and support the social-emotional needs of their children.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

In collaboration with the SLT, Professional Development Team (made up grade level leaders in grades K-5), and School Leadership Team, the PS 107 learning community is engaged in a reflective conversation regarding CCLS curriculum alignment, student progress, initiative to enhance students learning, and strategies for creating bonds between quarterly assessments and daily learning and instructional planning.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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	512,587.00	X	

Title I School Improvement 1003(a)	Federal		X	
Title I Priority and Focus School Improvement Funds	Federal	\$ 102,021	X	
Title II, Part A	Federal	129,460.00	X	
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,597,018.00	X	

¹Explanation/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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

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. **PS107X**, 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. **PS107X** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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)

PS107X , 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so **that the majority of parents can attend**);
- **sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;**
- **supporting parental involvement activities as requested by parents;**

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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>Public School 107x</u>	DBN: <u>08X107</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>34</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</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: After careful review of the New York State English as Second Language, (NYSESLAT), MOSL and New York State Assessments, English Language Learners here at PS 107 are having immense difficulty in reading comprehension and writing. The NYSESLAT data for students who have scored at the advanced level for two consecutive years reveals that writing is the area that they score the lowest in each year. The math data for our school ELLs shows that less than 30% of students are scoring on grade level in Math. Students need extra support and practice with reading comprehension, writing skills and math academic language. Therefore, a critical need exists to create a program with an afterschool and Saturday ELL program. The Saturday program will provide opportunities for students to engage in language and literacy experiences to enhance their listening, speaking, reading, writing and math skills. The Afterschool Program will provide opportunities for students to engage in literacy activities that promote reading as a fun and interactive experience. Parents will also be invited to attend the afterschool program where language learning strategies will be implemented with students and parents will be able to learn strategies while reading with their children. For the Saturday Academy, we will use the push in model, where one certified ESL teacher will rotate for 45 minutes in the classes taught by four common branch teachers. Students will have opportunities to engage in that activities that will enhance their grade level vocabulary, following directions, activate prior knowledge, understand numbers and symbols, sequence, make text to text and text to self connections, identify vocabulary in context and correct sentence structure.

- Subgroups and Grade Levels

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

- Schedule and Duration

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

- Language of Instruction

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

- Certified Teachers

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

- Materials

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

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

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

- Teachers to receive training

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

- Schedule/Duration

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

- Topics to be Covered

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

Topics: Strategies for enhancing Instruction through Planning,

Strategies for supporting student Involvement

Strategies for building Vocabulary and Fluency

Strategies for Building Comprehension

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

Part D: Parental Engagement Activities

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

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

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

- Schedule/Duration

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

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 08	Borough Bronx	School Number 107
School Name Public School 107		

B. Language Allocation Policy Team Composition

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

Principal Katherine Hamm	Assistant Principal Victoria Najera
Coach Lourdes Mercado	Coach Jevon Jones
ENL (English as a New Language)/Bilingual Teacher Robyn Henry	School Counselor type here
Teacher/Subject Area Elizabeth Rende/ 3th grade	Parent Jennifer Riollano
Teacher/Subject Area Judy Hernandez/ 2nd grade	Parent Coordinator Annette Diaz
Related-Service Provider n/a	Borough Field Support Center Staff Member
Superintendent Karen Ames	Other (Name and Title) n/a

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

D. Student Demographics

Total number of students in school (excluding pre-K)	524	Total number of ELLs	47	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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

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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	9
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	

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	
TBE										0
DL										0
ENL	35		5	12		4				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
TOTAL	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
TOTAL	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	11	6	7	4	3	9								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Fulani	1		1	3	1									0
TOTAL	0													

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
Entering (Beginning)		2	2	1		5								0
Emerging (Low Intermediate)	4	1	2	1	2									0
Transitioning (High Intermediate)	1	1	1	1	1									0
Expanding (Advanced)	7	2	3	5	1	4								0
Commanding (Proficient)	3	3	2	4										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 AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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														0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		4		1				0
8									0
NYSAA Bilingual (SWD)									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.
 P.S. 107 uses several assessment tools to assess the early literacy skills of our students, Fountas and Pinnell, DRA running records. Our data supports the need to differentiate instruction according to reading level. The data shows that ELLs need strategies to build fluency and comprehension in reading and and vocabulary to improve upon their writing skills. Our literacy program offers our students opportunities and strategies to improve upon their skills. Key components to our instructional plan include: read alouds, shared reading and writing strategies, explicit and context embedded vocabulary development, guided reading and reading independently in just right books. Our instructional plan includes, building comprehension through scaffolding strategies and sheltered instruction instruction, increasing academic vocabulary through a context rich curriculum and writing strategies that focus on the writing process, (pre-writing, drafting, and revising, editing, and publishing).
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 An examination of students' results in the four modalities (listening, speaking, reading, and writing) across the proficiency levels and grades reveal a pattern that students normally score higher in listening and speaking than in reading and writing on the NYSESLAT and LAB-R exams. Reading and writing are the weaker areas, where most students fall in the beginning level on grades K-2. There are also a large number of students who are at the Intermediate and Advanced level in Reading and Writing on grades 3-5. Although students have began to move to Intermediate levels in Reading, the ELA results show that a significant number of students still scored at level one on the ELA exam.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The state did not release the spring 2015 NYSESLAT scores in combined modalities, as result the RNMR which is the ATS report that generates NYSESLAT scores in combined modalities are not available
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - 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?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

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

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

During common planning classroom teachers meet with the ESL teacher to discuss ongoing assessment to meet the ELLs needs.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

Success for the ELL program is measured through NYSESLAT data, informal observations, DRA, weekly Treasures assessments, and review of informal data from conferences with student. .

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.

Upon registration, while parents/guardians are completing enrollment forms, Ms. Henry (Certified ESL Teacher/Coordinator) works with parents to complete the Home Language Identification Survey (HLIS). Ms. Henry takes the HLIS and begins to ask the parent/guardian the questions on the form in English. If the parent/guardian gives one answer from questions 1-4 and two answers from questions 5-8 indicating a language other than English, an informal oral interview is given. During the informal interview, Mr. Morales ask the parents specific questions about what school or country the child is coming from, what was the last grade completed, child's progress in other schools, if there were any interruptions during school years, what languages were used in those classrooms, and any if there were any support services given to the student previously. If the parent/guardian demonstrates limited English proficiency, we have staff available to assist the ESL Coordinator with conducting the interview. The staff member comes to the parent center, where the interview is conducted, and translates the questions provided by Mr. Morales in English/Spanish orally for the parent. After the completion of the HLIS and oral interview, if the student is identified as a possible LEP, the NYSITELL is administered within the first 10 days of admission by Ms. Henry, ESL Coordinator. The student is taken out of their classroom during the first school period and taken to the ESL Coordinator classroom. While in this room, they are given the NYSITELL for their grade. The student is given a speaking portion, a listening portion, and a reading and writing portion. The student is given as much time as needed to complete the exam. If the student is unable to complete all portions in one sitting, the student is administered the remaining sections the next day. If the student is unable to complete all portions in one sitting, the student is administered the remaining sections the next day.

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).
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).
Currently we have two students that are newly enrolled students with IEPs. These students enrolled with IEPs already in place.
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.
All parent notification letters, Entitlement, Continued Entitlement, Parent Survey, Non-Entitlement, etc., are distributed by sending notification home with the students and are followed up with telephone notification to the home. :
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).
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.
For students newly admitted who were identified as English Language Learners, the ESL coordinator contacts the parent/guardian by sending home a letter that describes the results of the NYSITELL and invites the parents to a parent orientation, with details of date and time of the orientation. Parents are also contacted by phone by the parent coordinator two days before the parent orientation as a friendly reminder or to reschedule with parents who are unable to make it. The ESL teacher provides an orientation in English & Spanish, with translation provided by our Parent Coordinator in Spanish, for parents where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explains program options in their home language with the parent coordinators assistance or other interpreters as needed. During the orientation, parents view a video that is presented in their home language, receive an explanation of programs and program requirements, and are given an opportunity to ask questions, which helps parents to choose an appropriate ELL program for their child. Parents who attend the workshops are also given a brochure in their home language of available language programs. At the end of the orientation, parents are then given a Parent Survey and Program Selection form to fill out where they make an informed program choice. The selection form is collected from every parent who attended. The ESL Coordinator makes a copy of each form that is collected. The original selection form is placed in a file in the file cabinet in the ESL classroom and the copy of the form is placed in the student's cum folder. Parents are sent a letter confirming the selection and placement of their students.
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.
For those parents who do not attend two consecutive workshops, a selection form is sent home with the student and a follow-up phone call is made where the orientation is conducted over the phone if a parent is unable to come to the school building during school hours and questions are answered. Parents are then encouraged to return the selection form to the school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If selection forms are not returned to the office, the ESL Coordinator waits before and after-school, when parents are bringing students, to discuss and receive the form from parents. After collecting these forms, the ESL Coordinator makes a copy, places original in file cabinet in ESL room, and a copy in student cum folder. Parents are sent a letter confirming the selection and placement of their students. Additional parent orientations and outreach is done throughout the year as we receive newly enrolled ELLs.
9. Describe how your school ensures that placement parent notification letters are distributed.
All parent notification letters, Entitlement, Continued Entitlement, Parent Survey, Non-Entitlement, etc., are distributed by sending notification home with the students and are followed up with telephone notification to the home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation for each child is retained on file, in the Compliance Binder found in the room of Ms. Henry, ESL Coordinator.
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.
Beginning in March, our school will begin to prepare for the administration of the NYSESLAT. From the ATS, Ms. Henry, ESL Coordinator, prints updated admission/discharge reports, NYSESLAT eligibility roster, NYSITELL eligible reports, NYSESLAT exam history report, Year of Services Report, and Class Rosters. A list of IEP testing accommodations is retrieved from the School Base Support Team (SBST). Using these reports, a preliminary list of students who are eligible to take the NYSESLAT is drafted. Letters are sent home to parents/guardians in English and Spanish, to notify them that their child will be taking the NYSESLAT in April. They also receive a copy of the NYSESLAT parent brochure in their Home Language. The ESL Coordinator distributes letters to teachers to notify them of the upcoming NYSESLAT exam. The ESL Coordinator works with all of the reports and draft of eligible students to create a NYSESLAT administration schedule. Students are grouped to take the NYSESLAT according to grade bands, K-1, 2-4, 5-6. There is

never more than 10 students grouped to take the exam together. All portions of the exam would be scheduled to take place between 8:30 and noon. The speaking portion of the NYSESLAT receives its own schedule where students are scheduled in 15 min intervals individually to be administered the NYSESLAT Speaking. Each week until the NYSESLAT exam, these ATS reports are printed and analyzed for changes. The ESL Coordinator attends the testing coordinators meeting before the exam is administered to learn of procedures and policies for administering the exam. The ESL classroom is stripped of all content material on boards and walls to prepare for the exam. Upon the start date of the Speaking exam, Ms. Henry Certified ESL Teacher/Coordinator will take one student at a time from their classroom into her ESL Classroom and administers the Speaking exam in English for that student. The results are recorded on the NYSESLAT speaking form that is provided with the NYSESLAT kit. Ms. Henry administers the speaking exam for every student. Upon the start date for the Listening, Reading, and Writing portions of the exam, Ms. Henry Certified ESL Teacher/Coordinator, takes one group of no more than 10 students to her ESL Classroom and administers the portion of the NYSESLAT exam in English that has been scheduled for those students on that date at that time. Ms. Henry uses a checklist roster that list each student and the four parts of the exam. Once each part is administered to that student, the list is checked. If a student is absent on the day they are to take a section, a make-up day is filed on the checklist. The parent is contacted by Ms. Henry, and Ms. Diaz-Parent Coordinator, to notify parent of the students missed test and encourage attendance for all future dates. After all of the portions have been administered, Mr. Morales goes through each student answer sheet to ensure that every student has been administered all parts of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. During the beginning of the year, NYSESLAT scores are downloaded from ATS. Ms. Henry and the Data Specialist review the NYSESLAT scores from the previous spring and evaluate each students' progress in each of the four modalities. Based on their proficiency level, the students then are grouped as Entering, Emerging, Transitioning, Expanding and Commanding. The Entering and Emerging group receives 360 minutes of instruction per week, while Transitioning and Expanding groups receives 180 minutes and the Commanding group receives 90 minutes of instruction per week. Differentiated instruction is provided to accommodate specific needs in each modality. A report is prepared by Ms. Henry that list each student who is enrolled in the school that took the NYSESLAT, along with their scores, and proficiency level. An entitlement letter is drafted for every student within the first 10 days of school. The report is used to distribute entitlement letters to the students that describes services that they will continue to receive during the upcoming school year as a result of the NYSESLAT. Students who were identified as Commanding/Proficient, according to the NYSESLAT, receive a non-entitlement letter that describes the discontinuation of services as a result of the NYSESLAT in English. A log is kept with distribution dates of the letter and a copy of the letter for each student is kept on file in the ESL classroom file cabinet.
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).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

Presently there is a Free-Standing ESL program servicing general and special education students in grades K-5. The organization model used at PS 107 is the pull-out model for grades Kindergarten through five. In the pull-out model, the ESL teacher pulls the students from their classroom into the ESL classroom for the given period. Students are grouped heterogeneously in each grade K-5. Our program provides instruction in English with native language support, emphasizing English language acquisition. There is one certified ESL teacher who services forty-seven students, 9% of the school student population, whose dominant language is Spanish. All students are grouped heterogeneously across grade levels, with some students being placed in Collaborative Team Teaching classrooms for added support throughout the school day.
 - b. TBE program. *If applicable.*
 - c. DL program. *If 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)?

The ESL teacher works with ELLs during content instruction as well as ELA periods to provide language acquisition and vocabulary support while retaining content instruction time. Since all of our ELL students are pulled out, The ESL teacher collaborates with classroom teacher on ELA and content material being presented in the classroom so that those themes and skills can be presented in the ESL classroom. Students who are Entering and Emrgent receives eight 45/50 minute periods of ESL per week totaling 360 minutes per week. Expanding and Transitioning students receive four 45/50 minute periods of ESL per week totaling 180 minutes. During our pull-out periods, differentiated instruction is at the core of instruction. All instruction in classrooms is taught in English with Native language support. Some of the supports include bilingual glossaries, classroom labels, content material and literature in native language, and technology resources in the native language.
3. Describe how 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.

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

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

Paste response to question here:
6. How do you differentiate instruction for 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

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

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.

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?

Some of the strategies used are:

Modeling explicitly by giving clear examples of what is requested of them for imitation.

*Bridging- an approach of learning new concepts and language by firmly building them on the students previous knowledge and understanding.

*Contextualization- using manipulatives, pictures, film (w/o sound) and other resources to engage the students.

*Schema Building- clusters of meaning that are interconnected will help with their understanding of new concepts.

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

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

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

Chart

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)	2 units of study <i>per week</i> (360 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/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.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 <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

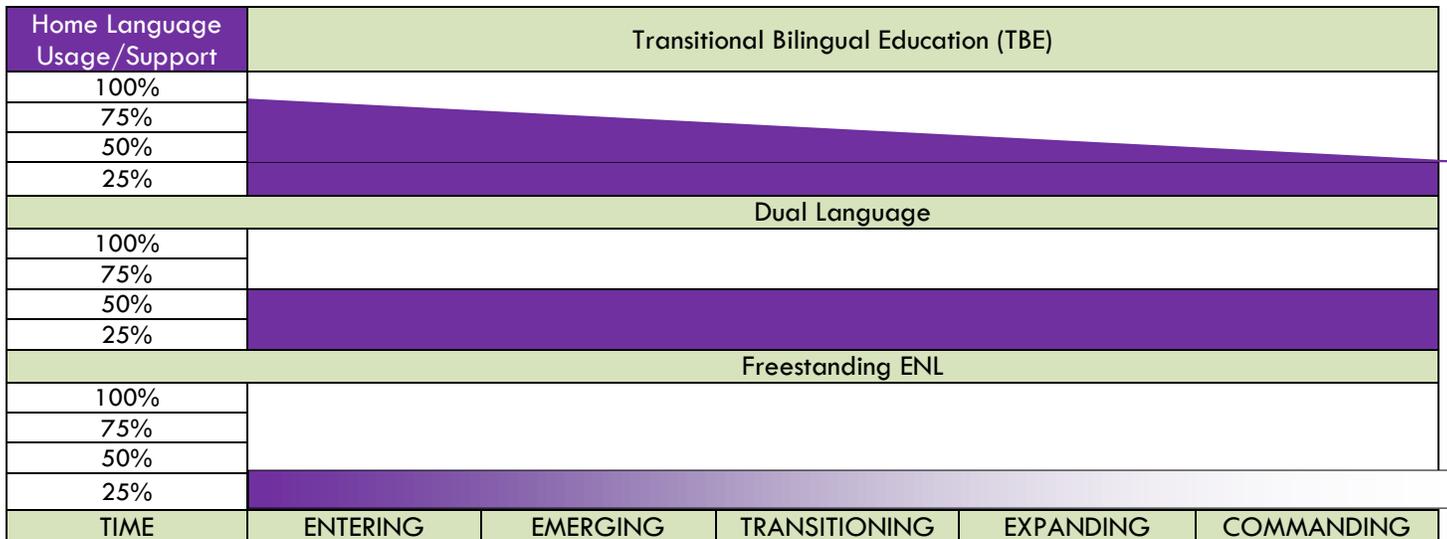


*Note: “other approved services” does not apply to New York City at this time.

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

Treasures. The reading material used has Social Studies themes that students learn about as they receive direct instruction in vocabulary and comprehension skills.

18. Describe activities in your school that assist newly enrolled 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).

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

19. What language electives are offered to ELLs?

We do not offer electives.

20. For schools with dual language programs:

- a. 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)?

N/A

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.)
The ESL teacher participates in professional development provided through Quality Teaching for ELLs (QTEL) as well as trainings provided by NYC BETAC Offices. Currently our ESL teacher along with two other teachers of ELLs is scheduled to go to a Literacy Conference and Math Institute, both provided by the Office of English Language Learners. Upon completion of the workshops, teachers will return to the school to turn-key the information. Teachers of ELL's attend as many workshops as are available through the Office of English Language Learners (OELL) including Common Branch Teachers and Guidance Counselors. ESL services are provided for students inside of their English dominant classroom. Teachers have the responsibility of differentiating and providing extra support for ELLs. With this in mind, PS 107 wants to ensure that teachers have the knowledge and skills needed to provide this support to ELLs. To ensure our students success, a plan for professional development as a year focus is in place for all staff, including Common Branch Teachers and Guidance Counselors and will include the following:

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?

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

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

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.

Translation and Interpretation Services

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

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

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

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

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		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: **School Name:**
Superintendent:

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.learnndoe.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

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.

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.

Part B: Creating a Communications Calendar

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.)

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.

Part C: Providing Language Assistance Services

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.

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.

Part D: Training Staff on Policies and Procedures

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.)

Part E: Providing Notice of Language Assistance Services

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

Part F: Monitoring and Quality Control

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