



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** PUBLIC SCHOOL 107

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08x107

PRINCIPAL: KATHERINE HAMM      EMAIL: [KHAMM2@SCHOOLS.NYC.GOV](mailto:KHAMM2@SCHOOLS.NYC.GOV)

SUPERINTENDENT: TIM BEHR

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Katherine Hamm	*Principal or Designee	
Cecilia Rivera	*UFT Chapter Leader or Designee	
Maria Ramirez	*PA/PTA President or Designated Co-President	
Judy Seise	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Eileen Castellano	Member/Teacher	
LaSheanma Lumpkin	Member/Teacher	
Sharon Spencer	Member/Teacher	
Nefertiti Martin	Member/Parent	
Nadine Martin	Member/Parent	
Lorena Caballero	Member/Parent	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

To build stamina in reading and writing instruction and show an overall improvement of 10% when comparing NYS ELA scores from 2010-2011 with those of 2011-2012 to meet AYP on the ELA assessment for all subgroups.

### **Comprehensive needs assessment**

According to the New York State Report Card only 19% of students at PS 107 are scoring at level 3 or 4 on the ELA exam. This data led us to be identified as a SINI school and not meeting AYP for ELA. After analyzing the data, we noticed that Special Education students made AYP hence helping us understand that we have to capitalize on the instructional practices from this group. We have reorganized to include guided instruction, small differentiated groups, and inquiry processes to engage teachers in how to analyze and develop the best instructional practices.

### **Instructional strategies/activities**

Align curriculum maps and lessons with Common Core Standards including using monthly lab sites in Grades K-5 to model/implement best practices in ELA instruction.

In alignment with Department Of Education Effective Teaching Competency, all teachers will be afforded with opportunities of professional development on text complexity and how to move students across text bands of difficulty.

Teachers will monitor reading level growth with the Fountas & Pinnell benchmarks throughout the year; reading conference notes will be kept by teachers during one-on-one and small group conferring.

Utilize running records monthly and DRA three times a year and i-Ready to track student progress in reading

Participation in Reading Simulations of test preparation, sophistication, practice and exposure.

Scheduling of a daily 120 minute Literacy Block consisting of Reading and writing workshop including content based learning in the area of science and social studies.

Utilization of Fletchers Place Phonics Program for Pre-K-1 and Treasures Reading and Writing units of study.

Increasing stamina and volume during independent reading; each 2-5 grade student will read 45 minute with high comprehension using strategies to keep track of meaning across pages.

Participation in grade-wide literacy and writing projects and celebrations.

Increasing stamina and volume during writing.

Through environmental walkthroughs, informal and formal observations, informal and formal assessments the administrative team will monitor effective implementation of instruction and modify as needed.

**Strategies to increase parental involvement**

- \* The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement
- \* Send parent letters home informing parents of at-risk services provided
- \* Take home books and coordinating activities for parent/child sharing
- \* Informational meetings for possible admission to outside programs or schools
- \* Scheduling conferences as needed to address progress of child and/or reviewing IEP
- \* Bi-lingual Calendar of Events sent home on a monthly basis
- \* Bi-lingual informational letters sent home, as needed, via backpack and US mail
- \* Notices of upcoming events posted in school lobby
- \* Parent Coordinator disseminates information to parents through one-to-one meetings, letters, and/or telephone conferences
- \* Translators will be available upon request

**Strategies for attracting Highly Qualified Teachers (HQT)**

Staff will participate in ongoing professional development which will include inquiry based assessments, utilizing data, curriculum mapping, organizational thinking strategies, use of technology in the classrooms, strategies to improve performance of subgroups, and inter-visitation of peer groups to learn about instructional best practices.

**Service and program coordination**

We have several collaborations with Community Based Organizations which encourage our students to engage in citizenship and anti-bullying behavior. Children are engaged in literacy based activities, which include orally based presentations and gathering information and conducting research based projects to encourage community responsibility. These collaborations not only encourage students to engage social emotional issues that enhance and strengthen their academic performance, but also further growth in personal ownership and responsibility. Furthermore our collaboration within Bronx Dance Theatre, NYC Running Club engages our students in cultural and physical recreational experiences that are directly aligned to students developing appropriate choices in wellness. We also collaborate with Humane Education Advocates Reaching Teachers Program, SCAN NY Afterschool program, BCC Afterschool, and Soundview Learning Center. The NYC Tree initiative also helped beautify and enhance the community landscape. Stem Garden Science Based Organization provides our students with hands-on learning of the sciences, which includes professional development activities with teachers.

**Budget and resources alignment**

Block scheduling is created to include common preparation and lunch periods across grades to support planning.

Departmentalization of grade five students to provide content based learning opportunities in reading, writing, and math with the support of the ESL specialist and Speech Teachers [\\$419,385 of Tax Levy Fair Student Funding \(FSF\) funding is scheduled to support the departmentalization of grade](#)

five students. Departmentalization of grade five students to provide content based learning opportunities in reading, writing, and math with the support of the ESL specialist and Speech Teachers. \$83K of Tax Levy Fair Student Funding (FSF) support an ESL Teacher and Mandated speech Funds supports the Speech Teacher. All Teachers work collaboratively to fulfill this goal.

All K-2 teachers/SETTS/ELL/Speech and AIS providers are pushing into the 3-5 classes during the extended day periods on Tuesday thru Thursday to provide support to small groups of students in conferring during independent reading.

Title I SWP and Tax Levy Fair Student Funding (FSF) funds are scheduled in OTPS to support this goal. Examples are below:

- Interactive Whiteboards to incorporate use of technology across the curriculum and capitalizing on students learning modalities
- Laptops to be used by students \$8,000

Common Priorities Specialist

- STEM Garden \$10,000
- Purchased Literacy Anthology \$26,000
- Core Curriculum Materials \$19,000
- Education Equality Workshops on Closing the Achievement Gap \$2,000
- Anti-bullying workshop for parents and students \$600
- Money allocated to purchase class libraries for K-5 classrooms \$ 6,000

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

To increase mathematical higher-order thinking skills through problem solving and writing skills and show overall student progress of 10% when comparing scores from 2010-2011 to 2011-2012 on a variety of math assessments including predictive and NYS Math assessment to meet AYP on the NYS Math assessment for all subgroups.

**Comprehensive needs assessment**

According to the New York State Report Card only 26% of students at PS 107 are scoring at level 3 or 4 on the State Math exam.

**Instructional strategies/activities**

Develop curriculum maps, lessons and tasks/assessments that are aligned with Common Core Standards including using monthly lab sites in Grades K-5 to model/implement best practices in Math instruction.

In alignment with Department Of Education Effective Teaching Competency, all teachers will be afforded with opportunities of professional development on mathematical problem solving.

Utilize Everyday Math Unit assessments and I-Ready to monitor and track student progress in math.

Participation in Math Simulations of test preparation, sophistication, practice and exposure.

Scheduling of a daily 120 minute Math Block consisting of math workshop and guided instruction where students participate in interactive math experiences.

Increase the use of manipulatives, math games and problem solving strategies and journaling to meet and/or exceed the Common Core performance standards.

Through environmental walkthroughs, informal and formal observations, informal and formal assessments the administrative team will monitor effective implementation of instruction and modify as needed.

**Strategies to increase parental involvement**

- \* The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement
- \* Send parent letters home informing parents of at-risk services provided
- \* Take home books and coordinating activities for parent/child sharing
- \* Informational meetings for possible admission to outside programs or schools

- \* Scheduling conferences as needed to address progress of child and/or reviewing IEP
- \* Bi-lingual Calendar of Events sent home on a monthly basis
- \* Bi-lingual informational letters sent home, as needed, via backpack and US mail
- \* Notices of upcoming events posted in school lobby
- \* Parent Coordinator disseminates information to parents through one-to-one meetings, letters, and/or telephone conferences
- \* Translators will be available upon request

**Strategies for attracting Highly Qualified Teachers (HQT)**

Staff will participate in ongoing professional development which will include inquiry based assessments, utilizing data, curriculum mapping, organizational thinking strategies, use of technology in the classrooms, strategies to improve performance of subgroups, and inter-visitation of peer groups to learn about instructional best practices.

**Service and program coordination**

We have several collaborations with Community Based Organizations which encourage our students to engage in citizenship and anti-bullying behavior. Children are engaged in literacy based activities, which include orally based presentations and gathering information and conducting research based projects to encourage community responsibility. These collaborations not only encourage students to engage social emotional issues that enhance and strengthen their academic performance, but also further growth in personal ownership and responsibility. Furthermore our collaboration within Bronx Dance Theatre, NYC Running Club engages our students in cultural and physical recreational experiences that are directly aligned to students developing appropriate choices in wellness. We also collaborate with Humane Education Advocates Reaching Teachers Program, SCAN NY Afterschool program, BCC Afterschool, and Soundview Learning Center. The NYC Tree initiative also helped beautify and enhance the community landscape. Stem Garden Science Based Organization provides our students with hands-on learning of the sciences, which includes professional development activities with teachers. Our Physical Education Teacher initiates the Fitness Gram in June where students are involved in using math processes monitor fitness.

**Budget and resources alignment**

Block scheduling is created to include common preparation and lunch periods across grades to support planning.

Departmentalization of grade five students to provide content based learning opportunities in reading, writing, and math with the support of the ESL specialist and Speech Teachers

All K-2 teachers/SETTS/ELL/Speech and AIS providers are pushing into the 3-5 classes during the extended day periods on Tuesday thru Thursday to provide support to small groups of students in conferring during independent reading.

[\\$419,385 of Tax Levy Fair Student Funding \(FSF\) funding is scheduled to support the departmentalization of grade five students.](#)

[Departmentalization of grade five students to provide content based learning opportunities in reading, writing, and math with the support of the ESL specialist and Speech Teachers. \\$83K of Tax Levy Fair Student Funding \(FSF\) support an ESL Teacher and Mandated speech Funds supports the Speech Teacher. All Teachers work collaboratively to fulfill this goal.](#)

Title I SWP and Tax Levy Fair Student Funding (FSF) funds are scheduled in OTPS to support this goal. Examples are below:

- Interactive Whiteboards to incorporate use of technology across the curriculum and capitalizing on students learning modalities
- Laptops to be used by students \$8,000
- Common Priorities Specialist \$ 7,000
- Lucy West Math Development Workshops
- STEM Garden \$10,000
- Core Curriculum Materials \$19,000
- Education Equality Workshops on Closing the Achievement Gap \$2,000
- Anti-bullying workshop for parents and students \$600
- Money allocated to purchase class libraries for K-5 classrooms \$ 2,000

### ANNUAL GOAL #3 AND ACTION PLAN

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

**Annual Goal #3**

To increase overall school attendance to 93%.

**Comprehensive needs assessment**

According to the New York State Report Card, our overall attendance for the 2010-11 school years was 89%. Student attendance is critical to academic success in school, which has led us to focus efforts on increasing days in school for all students.

**Instructional strategies/activities**

Daily acknowledging of classes who attain 90% attendance.

Celebration of class with highest overall attendance at the end of the month.

Outreach to parents for students who have consecutive days of absence with Network Attendance Coordinator.

School Messenger System that reaches out to homes of students who have missed school daily.

Attendance system in place for teachers to daily monitor and report absentees.

Slogans and workshops for students and parents that depict the impact of cumulative absence on academic success.

**Strategies to increase parental involvement**

- \* Teachers and staff members will be invited and welcomed to attend PTA meetings
- \* Provide workshops on how to conduct and participate in effective parent/teacher conferences, using a non-fault environment
- \* Monthly Principal's social with parents to discuss programs and activities to increase attendance
- \* Bi-lingual Calendar of Events sent home on a monthly basis
- \* Bi-lingual informational letters sent home, as needed, via backpack and US mail
- \* Notices of upcoming events posted in school lobby
- \* Parent Coordinator disseminates information to parents through one-to-one meetings, letters, and/or telephone conferences
- \* Translators will be available upon request

**Strategies for attracting Highly Qualified Teachers (HQT)**

Staff will participate in ongoing professional development, which will promote strategies that encourage students to attain 100% attendance. Staff will also participate in workshops on lifting the level of engagement during lessons in order to keep students motivated to attend school.

**Service and program coordination**

Collaboration with our Parent Coordinator and Network attendance specialist to monitor and reach out to parents about student attendance. We are collaborating with several outside agencies to provide activities that enhance the learning experience of students and motivate them to attend school. Many of the agencies are Bronx Dance Theatre, NYC Running Club, Humane Education Advocates Reaching Teachers Program, SCAN NY Afterschool program, and BCC Afterschool.

**Budget and resources alignment**

[Levy Fair Student Funding \(FSF\) funds are scheduled in OTPS to support this goal](#)

Parent Coordinator works with Network Attendance Teacher weekly and both positions are centrally funded

PS 107 attendance coordinator to dispense, collect, input, and report attendance daily to school community

Monthly Attendance Celebration \$1,000

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	30	30	N/A	N/A	0	0	0	0
<b>1</b>	30	30	N/A	N/A	0	0	1	2
<b>2</b>	40	40	N/A	N/A	0	1	2	1
<b>3</b>	54	54	N/A	N/A	0	1	0	3
<b>4</b>	54	54	0	N/A	0	0	2	2
<b>5</b>	54	54	0	N/A		0	0	1
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	<input type="checkbox"/> Each classroom teacher provides intervention to all students in the classroom. All classes have a period built into the day for Guided Instruction. ELA guided instruction occurs on Mon-Wed. During this period, teachers use student data to provide differentiated, targeted instruction. Small group and one to one instruction is used while utilizing Fletcher’s Place, Treasures Phonics and guided reading resources, and reading comprehension strategies while conferencing with students.
<b>Mathematics</b>	Each classroom teacher provides intervention to all students in the classroom. All classes have a period built into the day for Guided Instruction. Math guided instruction occurs on Thursday and Friday. During this period, teachers use student data to provide differentiated, target instruction. Small group and one to one instruction is provided while utilizing Math Steps and Everyday Math Games.
<b>Science</b>	AIS includes Tier I small group instruction. Saturday Science Academy provides AIS in both performance and written portions of the NYS Science Test.
<b>Social Studies</b>	<b>N/A</b>
<b>At-risk Services provided by the Guidance Counselor</b>	At-risk services provided by the Guidance Counselor include crisis intervention; one-to-one mediation and group counseling. All services are provided during the school day.
<b>At-risk Services provided by the School Psychologist</b>	At-risk services provided by the School Psychologist include crisis intervention; one-to-one mediation and group counseling. All services are provided during the school day.
<b>At-risk Services provided by the Social Worker</b>	At-risk services provided by the Social Worker include crisis intervention; one-to-one mediation and group counseling. All services are provided during the school day.
<b>At-risk Health-related Services</b>	At-risk Health-Related Services are provided by two Speech and Language Instructors, one Physical Therapist, one Occupational Therapist, and one Adaptive Physical Education Instructor. Services are one-to-one and small group. All services are provided during the school day.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**School Parental Involvement Policy**

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

**I. General Expectations**

Public School 107 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA;
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

2. Public School 107 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - a. Create and modify plan during School Leadership Team (SLT) meetings
  - b. Solicit feedback during Parent/Teacher Association (PTA) meetings
  - c. Solicit feedback from Parent Coordinator
  
3. Public School 107 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - a. Collect and interpret relevant assessment data
  - b. Review data during SLT and PTA meetings
  - c. Disseminate the standards and initiatives by making them public and accessible
  
4. Public School 107 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - a. Provide language translators to assist families as needed
  - b. Coordinate a master plan to facilitate advance planning of activities
  - c. Adjust schedules to accommodate parental activities
  - d. Cooperation between the Principal, PTA leaders and Parent Coordinator
  - e. Coordinate at-home activities for all parents to support academic achievement
  - f. Provide technical equipment and materials needed
  
5. Public School 107 will coordinate and integrate Title I parental involvement strategies, with parental involvement strategies under the following other programs: Prep-for-Prep, SETSS, Junior Great Books, Soar to Success, EDM, Inquiry Team by:
  - a. Send parent letters home informing parents of at-risk services provided
  - b. Take home books and coordinating activities for parent/child sharing
  - c. Informational meetings for possible admission to outside programs or schools
  - d. Scheduling conferences as needed to address progress of child and/or reviewing IEP
  
6. Public School 107 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with

particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- a. A survey will be distributed to parents regarding academic progress, discipline, home/school communication, expectations, safety, and school climate
  - b. PA will conduct a survey, in collaboration with the Principal and Parent Coordinator
  - c. Parents will provide feedback in order to design strategies to implement required changes
  - d. SLT parent members will disseminate survey results and parent feedback for discussion and modification
7. Public School 107 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community, to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. The State's academic content standards
    - ii. The State's student academic achievement standards
    - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
      1. How to access and interpret student Grow Report
      2. How to access and interpret Annual School Report
      3. How to access and interact with on-line student assessments, e.g, Acuity, Scantron
      4. Provide access and assistance with computers
      5. Establish effective home/school connection and communication
      6. Conduct ongoing workshops addressing components of school-wide Inquiry Team initiative
      7. Conduct workshops addressing Local and State Performance Standards, under NCLB
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    1. Provide opportunities for parents and children to attend various hands-on workshops in all curriculum areas, e.g. modeling practices for home conditions that support reading, math, science
    2. Provide strategies to establish a regular schedule of homework that requires students to discuss and interact with families on what they are learning in class
    3. Provide family participation in setting long and short-term student goals and expectations
    4. Encourage participation in Learning Leaders Academy

5. Provide opportunities for guest speakers to address relevant academic and social topics
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    1. Teachers and staff members will be invited and welcomed to attend PTA meetings
    2. Provide workshops on how to conduct and participate in effective parent/teacher conferences, using a non-fault environment
    3. Establish an environment that fosters collaboration and consensus among parents and staff
    4. Monthly Principal's social with parents to discuss programs and activities
  - d. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    1. Bi-lingual Calendar of Events sent home on a monthly basis
    2. Bi-lingual informational letters sent home, as needed, via backpack and US mail
    3. Notices of upcoming events posted in school lobby
    4. Parent Coordinator disseminates information to parents through one-to-one meetings, letters, and/or telephone conferences
    5. Translators will be available upon request

### III. Discretionary School Parental Involvement Policy Components

- Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times;
- Adopt and implement model approaches to improve parental involvement;
- Provide other reasonable support for parental involvement activities under section 1118, as parents may request.

### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by Public School 107 in October 2011 and will be in effect for the period of one year. The school will distribute this policy to all parents participating Title I, Part A children on or before February 2012.

## SCHOOL-PARENT COMPACT

Public School 107 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2011-2012.

### School Responsibilities:

Public School 107 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Demonstrate care and concern for each student.
  - Respect cultural, racial and ethnic differences.
  - Manage the school and classroom to provide an environment that is safe, encourages learning, and helps children achieve standards.
  - Explain and model the behaviors and ways of doing things that are expected of students at school.
  - Provide explanations of the standards students are expected to meet in order to demonstrate learning progress and an outline of the curriculum designed to help them meet those standards.
  - Provide quality teaching and leadership.
  - Provide quality texts, supplies and materials.
  - Make efficient use of academic learning time.
  - Assign meaningful homework.
  - Recognize that students are accountable for every assignment.
  - Provide corrective feedback.
  - Provide supplies and materials that support instruction.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed, as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - In beginning of school year, during Parent/Teacher Association meetings, both during school hours and evening hours.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Student report cards will be issued to all students three times per year.
  - Parent communication monthly letter.
  - Parents will be provided with regular and accurate assessments of students' progress in meeting school achievement and performance requirements.

- Provide quick response to parents' requests for information about their children.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - During Parent-Teacher conferences held bi-annually, in November and March.
    - By appointment during teacher preparation periods.
    - Through telephone conferences.
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
    - During annual Back to School night.
    - Welcome participation of parents in the classroom and their help in achieving educational goals.
    - Encourage participation in presentation of special projects.
  6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
    - Monthly breakfast meeting with the Principal.
    - During ongoing School Leadership Team (SLT) meetings.
    - During ongoing Parent/Teacher Association (PTA) meetings.
    - Through communication with the Parent Coordinator.
  7. Involve parents in the joint development of any School-Wide Program plan, in an organized, ongoing and timely way.
    - During SLT meetings and the modification of the Comprehensive School Plan (CEP).
  8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
    - Meeting is scheduled at beginning of school year, in both morning and afternoon sessions, reviewing all School-Wide Programs, initiatives and interventions.
    - Subsequent meetings are held when new programs and initiatives are added.
  9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
    - All parent communication is sent in both English and Spanish (the school's prominent languages) in a uniform and standard format.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. During:
  - Back to School Night
  - Principal's Meetings
  - Parent/Teacher Association Meetings
  - Parent/Teacher Conferences
  - Parent Workshops
  
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
  - Parent/Teacher Conferences – regularly scheduled, by appointment, via telephone
  - Through "Parent Inquiry" forms
  - During SLT meetings
  - PTA meetings
  - Communication with the Parent Coordinator
  
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least Mathematics and English Language Arts. Through:
  - Report Card
  - Grow Report
  - State ELA and Math reports
  
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
  - Letters are sent home to all parents, in appropriate language, with percentage of highly qualified teachers employed in school building – twice a year.
  - Letters are sent home to all parents of students who are in a classroom that is not instructed by a highly qualified teacher – as necessary.

#### Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

- Monitor attendance.
- Oversee completion of homework and all class assignments.
- Monitor amount of television children watch.
- Volunteer in child's classroom.
- Participate, as appropriate, in decisions relating to child's education.
- Promote positive use of child's extracurricular time.
- Support school rules and procedures.

- Provide a quiet, well-lit study area.
- Establish a regular homework/study time.
- Attend Parent-Teacher conferences.
- Stay informed about child's education by promptly reading all notices from the school, The Empowerment Support Organization or The Department of Education, either received by my child or by mail and responding, as appropriate.
- Sign and return all papers that require a parent/guardian signature.
- Serve, to the extent possible, on policy advisory groups, such as The School Leadership Team, The Parent/Teacher Association, and The School Safety Committee.

**Student Responsibilities:**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Attend school regularly and arrive on time.
- Attend school daily prepared with pencils, notebooks and other necessary learning tools.
- Complete all assignments and homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Assist in keeping school safe and clean.
- Respect personal rights and properties of others.
- Comply with all school rules and be responsible for my actions.
- Cooperate with parents and teachers.
- Give parents/guardians all notices and information received by me from my school every day.

Hand in hand we will work together to carry out the agreement of this compact.

Teacher	Parent/Guardian	Student
Date	Date	Date

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_08X107\_\_\_\_\_ **School Name:** Public School 107X

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

*According to the New York State 2010 ELA Assessment, 19% of students at PS 107 scored a level 3 or 4 on the ELA exam. This data led us to be identified as a SINI school. There are several reasons why we did not meet AYP such as the use of a literacy program with insufficient resources, lack of cohesiveness in learning expectations and teacher collaboration, and the failure to develop students' independency in the area of reading and writing.*

During the 2010-2011, the 107X learning community did not participate in any academic review.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The 107X learning community reorganized the instructional day to include:

- Align curriculum maps and lessons with Common Core Standards including using monthly lab sites in Grades K-5 to model/implement best practices in ELA instruction.
- Utilization of Fletchers Place Phonics Program for Pre-K-1 and Treasures Reading and Writing units of study for grades K-5.
- Scheduling of a daily 120 minute Literacy Block consisting of Reading, Guided Reading, Shared Reading, Independent Reading and writing workshop including content based learning in the area of science and social studies.
- The utilization of running records and DRA three times a year and i-Ready to track student progress in reading. Teachers will monitor reading level growth with the Fountas & Pinnell benchmarks throughout the year; reading conference notes will be kept by teachers during one-on-one and small group conferring.
- Participation in Reading Simulations of test preparation, sophistication, practice and exposure.
- Increasing stamina and volume during independent reading; each 2-5 grade students will read 45 minutes with high comprehension using strategies to keep track of meaning across pages.

- Participation in grade-wide literacy and writing projects and celebrations
- In alignment with Department Of Education Effective Teaching Competency, all teachers will be afforded with opportunities of professional development on text complexity and how to move students across text bands of difficulty.

In additional, students will be afforded an opportunity to participate in targeted intervention instruction in the area of literacy during extended day, afterschool and Saturday Academy. The Saturday Academic Intervention will focus on levels 1, 2, and all subgroups who did not meet AYP.

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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

In collaboration with the Network, the 107 learning community will be afforded the opportunity to engage in professional dialogue focusing on literacy, viable school improvement initiatives, common core standards and curriculum mapping.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

In partnership with the Network the learning community, is currently engaged in a variety of professional development opportunities which includes citywide teacher competencies expectations; universal design learning, the merging of the common core standard, curriculum mapping, reflective practice, analyzing data, and visiting various peer groups.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

In collaboration with the Parent Coordinator, the 107X learning community will conduct family meetings in which, a translator both in Spanish and The Deaf and Hard of Hearing will be informed about the school's progress. Areas of improvement will be shared including school wide and intervention, initiatives, and opportunities for SES tutorial services.

In addition to the family meetings, notices will be distributed to the community inviting families to speak with administrators and/or the parent coordinator in regard to 107's Sini status.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Chris Groll/Varelton McDonald</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>107</b>
School Name <b>Public School 107</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Katherine Hamm</b>	Assistant Principal <b>Marisa Gonzalez/Helena Davis</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>LaSheanma Lumpkin</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>Elizabeth Rende/ 5<sup>th</sup> Grade</b>	Parent <b>Maria Ramirez</b>
Teacher/Subject Area <b>Charmaine Evans/4<sup>th</sup> Grade</b>	Parent Coordinator <b>Annette Diaz</b>
Related Service Provider <b>Donna Taylor</b>	Other <b>Jevon Jones/2<sup>nd</sup> Grade</b>
Network Leader <b>N/A</b>	Other <b>N/A</b>

### C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>531</b>	Total Number of ELLs	<b>51</b>	ELLs as share of total student population (%)	<b>9.60%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Upon registration, while parents/guardians are completing enrollment forms, Ms. Lumpkin (Certified ESL Teacher/Coordinator) works with parents to complete the Home Language Identification Survey (HLIS). Ms. Lumpkin 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, Ms. Lumpkin 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 Ms. Lumpkin in English orally for the parent.

- Annette Diaz, Parent Coordinator-Spanish
- Esther Shei, Special Education Teacher- French Creole

After the completion of the HLIS and oral interview, if the student is identified as a possible LEP, the LAB-R (Language Assessment Battery Revised) is administered within the first 10 days of admission by Ms. Lumpkin, ESL Coordinator. The student is taken out of their classroom during the first school period and taken to the ESL Coordinator classroom. While in this room, they are given the LAB-R for their grade. The student is given a speaking portion, a listening portion, and a reading and writing portion. The student is given as much time as needed to complete the exam. If the student is unable to complete all portions in one sitting, the student is administered the remaining sections the next day. If the student's home language is Spanish, then we also administer the Spanish LAB by Ms.Lumpkin, ESL Coordinator with translation assistance from the parent coordinator. The student is given a speaking portion, a listening portion, and a reading and writing portion. The student is given as much time as needed to complete the exam. If the student is unable to complete all portions in one sitting, the student is administered the remaining sections the next day. The students exam answers are scored according to the LAB-R cut score chart, and if the student scores between:

-Grade K (0-26)      -Grade 1 (0-33)      -Grade 2 (0-48)      -Grade 3 (0-53)      -Grade 4 (0-54)      -Grade 5 (0-58)

they are identified as an English Language Learner. They are then also identified as a Beginner, Intermediate or Advanced and entitled to services.

Beginning in March, our school begins to prepare for the administration of the NYSESLAT. From the ATS, Ms.Lumpkin, ESL Coordinator, prints updated admission/discharge reports, NYSESLAT eligibility roster, LAB-R eligible reports, NYSESLAT exam history report, Year of Services Report, and Class Rosters. A list of IEP testing accommodations is retrieved from the SBST. Using these reports, a preliminary list of students who are eligible to take the NYSESLAT is drafted. Letters are sent home to parents/guardians in English and Spanish, to notify them that their child will be taking the NYSESLAT in April. They also receive a

copy of the NYSESLAT parent brochure in their Home Language. The ESL Coordinator distributes letters to teachers to notify them of the upcoming NYSESLAT exam.

The ESL Coordinator works with all of the reports and draft of eligible students to create a NYSESLAT administration schedule. Students are grouped to take the NYSESLAT according to grade bands, K-1, 2-4, 5-6. There is never more than 10 students grouped to take the exam together. All portions of the exam are scheduled to take place between 8:30 and noon. The speaking portion of the NYSESLAT receives its own schedule where students are scheduled in 15 min intervals individually to be administered the NYSESLAT Speaking. Each week until the NYSESLAT exam, these ats reports are printed and analyzed for changes.

The ESL Coordinator attends the testing coordinators meeting before the exam is administered to learn of procedures and policies for administering the exam. The ESL classroom is stripped of all content material on boards and walls to prepare for the exam. Upon the start date of the Speaking exam, Ms. Lumpkin, Certified ESL Teacher/Coordinator takes 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. Lumpkin administers the speaking exam for every student. Upon the start date for the Listening, Reading, and Writing portions of the exam, Ms. Lumpkin, 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. Lumpkin 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. Lumpkin, and Ms. Diaz-Parent Coordinator if translation in Spanish is needed, to notify parent of the students missed test and encourage attendance for all future dates. After all of the portions have been administered, Ms. Lumpkin goes through each student answer sheet to ensure that every student has been administered all parts of the NYSESLAT.

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

For students newly admitted who were identified as English Language Learners, the ESL coordinator contacts the parent/guardian by sending home a letter that describes the results of the LAB-R and invites the parents to a parent orientation, with details of date and time of the orientation. **This school serves the following grades (includes ELLs and EPs)** by the parent coordinator two days before the parent orientation as a friendly reminder or to make it. The ESL teacher provides an orientation in English, with translation provided by our Education Teacher in French, for parents where program placement options are presented with clarity and objectivity. **Check all that apply** 6 7 8 9 10 11 12 The meeting focuses on orienting the parents to the school system and explains program options in their home language with the parent coordinators assistance or other interpreters as needed. During the orientation, parents view a video that is presented in their home language, receive an explanation of programs and program requirements, and are given an opportunity to ask questions, which helps parents to choose an appropriate ELL program for their child. Parents who attend the workshops are also given a brochure in their home language of available language programs. At the end of the orientation, parents are then given a Parent Survey and Program Selection form to fill out where they make an informed program choice. The selection form is collected from every parent who attended. The ESL Coordinator makes a copy of each form that is collected. The original selection form is placed in a file in the file cabinet in the ESL classroom and the copy of the form is placed in the student's cum folder. Parents are sent a letter confirming the selection and placement of their students. For those parents who do not attend two consecutive workshops, a selection form is sent home with the student and a follow-up phone call is made where the orientation is conducted over the phone if a parent is unable to come to the school building during school hours and questions are answered. Parents are then encouraged to return the selection form to the school. If selection forms are not returned to the office, the ESL Coordinator waits before

and after-school, when parents are bringing students, to discuss and receive the form from parents. After collecting these forms, the ESL Coordinator makes a copy, places original in file cabinet in ESL room, and a copy in student cum folder. Parents are sent a letter confirming the selection and placement of their students. Additional parent orientations and outreach is done throughout the year as we receive newly enrolled ELLs.

Upon completion, collection, and review of Parent Survey and Program Selection forms, students are placed in requested program. If the parent selects ESL, students are grouped and placed in the appropriate class where push-in ESL services are being provided. Students are grouped heterogenously by grade level. For each child placed in a monolingual class receiving ESL services, a list of the students is maintained. This list is used to send letters to parents in their home language with the students' LAB-R score and it informs them that their child has been placed in an ESL program. Copies of the letters are kept in the ESL file cabinet. If parents select a Dual Language or TBE program, a letter in their home language is sent home that states the program that they selected along with the students' LAB-R score. The parent coordinator contacts the parent who selected TBE or Dual language to explain, in their home language, that we do not have either program and their selection form will be kept on file. She further explains that when we have 15 students between two contiguous grades who speak the same language and whose parents elect one of these programs, we will make arrangements for the opening of a bilingual program. All copies of letters sent are place in the ESL file cabinet.

When parents complete the selection form, a report is kept with the Choice that parents have made by the ESL Coordinator for each school year. At the beginning and end of the school year, the report is analyzed by the ESL Coordinator and administration to monitor the trends in parent choice. The report data gives numbers for how many parents choose ESL or Bilingual Programs. Based on those calculations of parent choice, scheduling of programs for English Language Learners is determined and put in place for the school year. After reviewing the Parent Survey and Program Selection form for the last two years, the trend in program choices is English as a Second Language. Out of every 10 students who register in grades K-5, one parent elects to have their student placed in a dual language program. The parent selection form is kept on file in the school and it is noted on our Parent Choice Report. 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 III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K* 1* 2* 3* 4* 5* 6* 7* 8* 9* 10* 11* 12*
--	--

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

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

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

#### ELL Program Breakdown

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	40	2	6	11	0	1	0	0	0	51
<b>Total</b>	<b>40</b>	<b>2</b>	<b>6</b>	<b>11</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>51</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

**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
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		6	12	11	8	9								46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1		2	1									4
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>1</b>	<b>7</b>	<b>12</b>	<b>13</b>	<b>9</b>	<b>9</b>	<b>0</b>	<b>51</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 1<sup>st</sup> and 2<sup>nd</sup>. In the pull-out model, the ESL teacher pulls the students from their classroom into the ESL classroom for the given period. Grades One and Two are pulled at different times of the day. For grades K, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>, the push-in, co-teaching model is utilized. The ESL teacher goes into classrooms on this grade and co-teaches with the classroom teacher, providing small group support inside of the classroom during the lessons. Students are grouped heterogeneously in each grade K-5.

## A. Programming and Scheduling Information

Our program provides instruction in English with native language support, emphasizing English language acquisition. There is one certified ESL teacher who services fifty-one 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.

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

In Math students use Everyday Math in English, where they also have access to these math books in Spanish. They also use Math Steps for added support. In Science, teachers use Fossil Science which comes with hands-on activities and experiments to decontextualize the material that students are learning. In Social Studies, teachers use the Social Studies Scope and Sequence and standards to create lessons for students. The children have access to social studies books and materials in Spanish if needed. In the classrooms, teachers use the Treasures Literacy program which has ELL support and differentiation built into each lesson. This program also comes with books that are of the same story as all of the other students but ELL stories take a Sheltered Language Approach. Teachers have visual aids such as 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. When the ESL teacher pushes into classrooms, she 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.

Some of the approaches 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.

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 unit is contacted to acquire a translator.

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 learning activities during each content period. Demonstrations and an increased use of visuals are used 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

## A. Programming and Scheduling Information

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 3<sup>rd</sup>- 5<sup>th</sup> 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, abcy 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 provide 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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
At the current time, 100% not have any long-term ELLs.			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

### Courses Taught in Languages Other than English ⓘ

## B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of
<b>B. Programming and Scheduling Information--Continued</b>			
<p>8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p> <p>9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.</p> <p>10. What new programs or improvements will be considered for the upcoming school year?</p> <p>11. What programs/services for ELLs will be discontinued and why?</p> <p>12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.</p> <p>13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?</p> <p>14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)</p> <p>15. Do required services support, and resources correspond to ELLs' ages and grade levels?</p> <p>16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.</p> <p>17. What language electives are offered to ELLs?</p>			

Interventions for ELA 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.

Newcomer students will participate in extended day with the ESL teacher for three - 50minute periods a week where the focus is 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.

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.

In the classrooms of all English Language Learners, teachers use the Treasures 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.

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

## B. Programming and Scheduling Information--Continued

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

**C. Schools with Dual Language Programs**

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

N/A

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

**D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

As ELLs transition from elementary to middle school, we try to provide as much support as possible to the staff to assist ELLs. We provide them with data about their performance, specifically the NYSESLAT scores, to see where their weaknesses are and what strategies are needed to help these students achieve proficiency. We provide the staff with PD and other resources to help the ELLs improve their academic language which becomes more important and more difficult in middle school than in elementary school. This school year we have implemented block scheduling for the fifth grade classrooms. The scheduling resembles that of middle school. Students switch classes each day spending an hour in each class for math, reading, and writing with a different teacher. Our hope is that this will help ease our students into the process and expectations of middle school.

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:

Language Allocation Policy- November 2011 (1 hour)  
Analyzing and Utilizing Student Data- December 2011 (1.5 hours)  
Differentiating Instruction for ELLs- January 2012 (1.5 hours)  
Using Thinking Maps for Literacy- February 2012 (1.5 hours)  
Making Math Comprehensible- February 2012 (1.5 hours)  
Including Test Taking Strategies in Lessons- March 2012 (1 hour)  
Developing Academic Language-April 2012 (1.5 hours)

The Professional Development will take place during Staff Conference Days and "Lunch and Learn Sessions" during the regular school day. All teachers will be mandated to attend and will sign in during the time. Sign in sheets will be kept on file in the ESL file cabinet.

During the Professional Development around the LAP, teachers will be divided into groups and given a specific section of the LAP to analyze. In their groups they will discuss, knowledge, skills, resources, and time needed to implement LAP outline.

During PD for Dec.-Feb., teachers will look over student data of ELLs from ARIS, we will develop lesson plans and unit assessments that utilize the data on ARIS, and we will research different resources we have in our building to support these lessons.

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

## D. Professional Development and Support for School Staff

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 Developing Academic Language-April 2012 (1.5 hours)

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During the Professional Development around the LAP, teachers will be divided into groups and given a specific section of the LAP to analyze. In their groups they will discuss, knowledge, skills, resources, and time needed to implement LAP outline.

During PD for Dec.-Feb., teachers will look over student data of ELLs from ARIS, we will develop lesson plans and unit assessments that utilize the data on ARIS, and we will research different resources we have in our building to support these lessons.

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

## Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
parents? 100%			
3. How do you evaluate the needs of the parents? 75%			
4. How do your parental involvement activities? 50%			
Our parent get involved at the school level through... 25%			
principal meet monthly meetings with parents meet 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 administrative teachers inside of the classroom through reading to...			

## E. Parental Involvement

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

Our parent get involved at the school level through the PTA. Our PTA is very involved with the community as well as our principal. The principal host monthly meetings with parents where they are able to voice their opinions, give recommendations for changes in the school, and get information on upcoming events in the school. Translation services for parents are provided for parents through our Parent Coordinator or President of the PTA. Workshops are planned according to information gathered from these meeting. As parents voice their opinions, notes are taken by our administration. Parents volunteer their time to clean and run our school library as well as support teachers inside of the classroom through reading to students, tutoring, or helping teacher maintain the classroom environment.

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## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Interventions for ELA 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, abox, and rag kids for Beginning and Intermediate students. Advanced students use Junior Great Books. The Junior Great Books

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Newcomer students will participate in extended day with the ESL teacher for three - 50minute periods a week where the focus is 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.

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.

In the classrooms of all English Language Learners, teachers use the Treasures 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.

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

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## Additional Information

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

### Translation and Interpretation Services

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The school will provide a dedicated staff member for written translation which is primarily the Assistant Principal Ms. Gonzalez, who will be available daily to translate incoming and outgoing correspondence. In addition, this person will be available to translate written home/school communication from administration, teachers and the SBST. Information that needs to be translated in Spanish has to be submitted to Ms. Gonzalez a week in advance 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.

## C. Schools with Dual Language Programs

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

N/A

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

As ELLs transition from elementary to middle school, we try to provide as much support as possible to the staff to assist ELLs. We provide them with data about their performance, specifically the NYSESLAT scores, to see where their weaknesses are and what strategies are needed to help these students achieve proficiency. We provide the staff with PD and other resources to help the ELLs improve their

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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:

Language Allocation Policy- November 2011 (1 hour)  
Analyzing and Utilizing Student Data- December 2011 (1.5 hours)  
Differentiating Instruction for ELLs- January 2012 (1.5 hours)  
Using Thinking Maps for Literacy- February 2012 (1.5 hours)  
Making Math Comprehensible- February 2012 (1.5 hours)  
Including Test Taking Strategies in Lessons- March 2012 (1 hour)  
Developing Academic Language-April 2012 (1.5 hours)

The Professional Development will take place during Staff Conference Days and "Lunch and Learn Sessions" during the regular school day. All teachers will be mandated to attend and will sign in during the time. Sign in sheets will be kept on file in the ESL file cabinet.

During the Professional Development around the LAP, teachers will be divided into groups and given a specific section of the LAP to analyze. In their groups they will discuss, knowledge, skills, resources, and time needed to implement LAP outline.

During PD for Dec.-Feb., teachers will look over student data of ELLs from ARIS, we will develop lesson plans and unit assessments that utilize the data on ARIS, and we will research different resources we have in our building to support these lessons.

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

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	6	3	2	1	2								19
Intermediate(I)	1	2	4	2	4	2								15
Advanced (A)	1	0	2	5	1	2								11
Total	7	8	9	9	6	6	0	0	0	0	0	0	0	45

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	0	0	6
4	4	1	0	0	5
5	0	2	0	0	2
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	3	4	0	0	0	0	0	9
4	2	3	1	0	0	0	0	0	6
5	1	3	2	0	0	0	0	0	6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	2	3	1	0	0	0	0	6
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Each year, students are given the Language Battery Revised (LAB-R) and New York State English as a Second Language Achievement Test (NYSESLAT). Although the ESL program utilizes data from various sources to determine students' strengths and areas for growth, the primary source of data is the NYSESLAT. (ELL at PS 107: A description of students' needs in the...

## Additional Information

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## Part VI: LAP Assurances

<b>School Name: <u>P.S. 107</u></b>		<b>School DBN: <u>08x107</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katherine Hamm	Principal		10/14/11
Marisa Gonzalez	Assistant Principal		10/14/11
Annette Diaz	Parent Coordinator		10/14/11
LaSheanma Lumpkin	ESL Teacher		10/14/11

School Name: P.S. 107

School DBN: 08x107

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Ramirez	Parent		10/14/11
Elizabeth Rende	Teacher/Subject Area		10/14/11
Jevon Jones	Teacher/Subject Area		10/14/11
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Donna Taylor	Other <u>Service Provider</u>		10/14/11
Charmaine Evans	Other <u>Teacher</u>		10/14/11
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 08x107      **School Name:** Public School 107

**Cluster:** 407      **Network:** 3

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

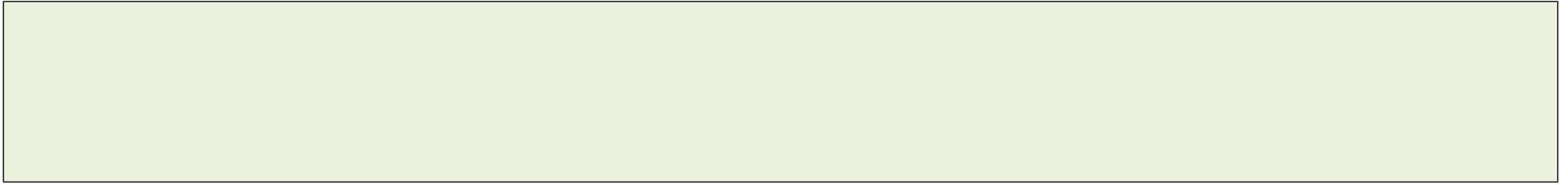
The school will provide a dedicated staff member for written translation, who will be available daily to translate incoming and outgoing correspondence. In addition, this person will be available to translate written home/school communication from administration, teachers and the SBST. Information that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

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

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

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

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



## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <a href="#">Public School 107</a>	DBN: <a href="#">08x107</a>
Cluster Leader: <a href="#">Christopher Groll</a>	Network Leader: <a href="#">Varleton McDonald</a>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <a href="#">35</a> Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <a href="#">1</a> # of certified ESL/Bilingual teachers: <a href="#">1</a> # of content area teachers: <a href="#">4</a>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

### Rationale

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

### Subgroups and Grade Levels

The Before School Program will support 20 ELL students on grades K-2. The Saturday Program will support 15 ELL students on grades 3-5.

### Schedule and Duration

The Before School Program will begin on January 21, 2011 and conclude on May 19, 2011. It will occur on Tuesdays, Wednesdays, and Thursdays from 7:30-8:00 am. The Saturday Program will begin on January 21, 2011 and conclude on May 19, 2012 from 9:00-12:00 pm.

### Language of Instruction

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

### Certified Teachers

There will be one certified ESL teacher to provide instruction for the Before School program. There will be one certified ESL teacher and four certified Elementary Education teachers for the Saturday Program.

### Materials

The primary materials for the Before School program will be the We Read Phonics program. The primary materials for the Saturday program will be the Science and Technology for Children literary and experimental kits along with the National Geographic books.

### Part C: Professional Development

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

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

Begin description here:

#### Rationale

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

#### Teachers to Receive Training

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

#### Schedule and Duration

The professional development will begin in December 2011 and continue through June 2011. There is one workshop planned each month for one hour. Teachers will also receive professional development during teacher's inservice days.

#### Topics to be Covered

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

#### Provider

Ms. Lumpkin, 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:

#### Rationale

In the past, parents have received training on using ARIS to access data on their child. After giving a survey to parents last year, it is realized that parents need more training in utilizing technology for its

**Part D: Parental Engagement Activities**

basic functions in order to successfully access ARIS data independently. After accessing the data, parents requested assistance with locating and utilizing resources online to assist their children with home work and building literacy/math skills. The workshops will support the parents needs with technology.

Schedule and Duration

There will be 6 workshops scheduled each Wednesday from March 7, 2012 to April 16, 2012. Each workshop is 1.5 hours in length.

Topics to be Covered

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

Provider

Flame Company will provide the workshops.

Notification

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

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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