



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PUBLIC SCHOOL 107X

08X107

PRINCIPAL: KATHERINE O. HAMM

EMAIL: KHAMM2@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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 O. Hamm	*Principal or Designee	
Celica Rivera	*UFT Chapter Leader or Designee	
Obdulia Cruz	*PA/PTA President or Designated Co-President	
Andrea Hinnatt	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Nadine Martin	Member/Parent	
Sharon Spencer	Member/ Staff	
Eileen Castellano	Member/Chairperson	
	Member/	

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

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

• Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
Based on 2011-12 QR Statements 1.2, 2.2, & 5.3 pgs 5 & 6 , which require the 107 Learning Community to reevaluate differentiated practices for all students, including subgroups, specifically rigorous learning opportunities tied to systematic monitoring of trends with actionable next steps. This instructional progress should be shared with all invested members to improve students' outcome which currently is 24.5 % ELA and 28.3% in Mathematics.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

• Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

- | | |
|--|--|
| <input checked="" type="checkbox"/> 2.2 School leader's vision | <input type="checkbox"/> 2.4 School leader's use of resources |
| <input type="checkbox"/> 2.3 Systems and structures for school development | <input checked="" type="checkbox"/> 2.5 Use of data and teacher mid-management effectiveness |

Annual Goal #1

• Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
Our goal is to improvement in pedagogical practice, as evidence by 90% teacher participation in differentiated professional development related to CCLS-aligned curricular activities and 75% of teacher observations reflecting improved pedagogical practice in response to the PD increasing students' progress as measured by one year with increased scale score on the NYS assessment.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

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 alignment with Department of Education Effective Teaching Competency, all teachers will be afforded with opportunities of professional development on effective teaching practices.

Block schedule affording the opportunity for daily common planning, including special education department (once per week)

Monthly Inquiry Teams examine students' learning, devising instructional goals, learning rubrics and strategies to enhance instructional practice.

Professional Partnerships modeling differentiated learning with Stem Garden, New State Audubon Society, NYU, Network Teacher Effectiveness, Visual Thinking Strategies, Fletchers' Place, Lucy West Metamorphosis Mathematics & Literacy First.

Data Conversations, (Progress Monitoring) Teachers are engaged in professional dialogues centered on students' progress, which includes the review of summative and formative data. Furthermore, strategies to address instructional practice are discussed, including the needs of ELLs & SWD and noticeable trends and re-teaching to gaps.

Systematic instructional practice which includes varied entry points targeting various learning styles with a focus on supporting reflective dialogues, the use of technology---fostering a learning environment that promotes learners' independence. Furthermore, providing additional support for learners with Tier II Intervention, after-school, Extended Day, Saturday Tutorial, On-line Learning, Pushing-in Service Providers (when appropriate), guided instruction with additional teacher support on grades 3 thru 5.

Student benchmark progress with weekly assignments, Unit Assessments, I-Ready & VPort Progress systematically shared, with actionable plans toward addressing gaps w/ trends.

Progress toward meeting grade-level benchmarks, referrals to Child Study Team and/or Tier II interventions

Frequent informals, based on City wide Effective Teachers Standards (Danielson) event students' lack of progress.

Teachers turn-key vital learned professional development concepts w/ peers.

School-wide systems for compiling and engagement for collaborative conversations are established, including systems for sharing information w/ parents

b) Professional Partnerships modeling differentiated learning w/ Stem Garden, New State Audubon Society, NYU, H.E.A.R.T, Network Teacher Effectiveness, Visual Thinking Strategies, Fletchers' Place, Lucy West Metamorphosis Mathematics & Literacy First

Monthly Inquiry Teams (all grades)

Frequent informals, based on City wide Effective Teachers Standards (Danielson)

Learning Walks, invitations to network & peer schools

Progress Monitoring Conversations (Data Conversations)

Students Weekly Reflective Learning Conversations

Active Child Study Team

ASPIRA, OST Provider, supports extended Learning & Family Literacy

New York Cares, supports Saturday Tutorial & ESL Workshops for Parents

Soundview Library Partnership, active partnership supports family literacy initiative

c) Active School Leadership Team, BRT Team, Child Study Team, Data & Inquiry Teams in which students' progress is shared and next steps devised

d) Continuously with periodic benchmarks every six to eight weeks to assess goal attainment.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Block scheduling is created to include common preparation and lunch periods across grades to support planning, including vertical planning for grades K & 1 and 2 & 3.

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

Enrichment Teachers "push-in" daily to support guided Literacy/ Mathematics instruction for grades 3 thru 5.

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 and Mathematics Instruction.

107 Learning Community hired a full-time Media-Librarian Specialist and Part Time Technology Specialist to further our learning with infusing the CCLS w/ Literacy & Technology.

K thru 2 & 4th Interactive Whiteboards to incorporate use of technology across the curriculum and capitalizing on students learning modalities

2 Computer Labs (28 IMACS each lab) to support on-line learning. All students were afforded passwords for on-line learning to work at home and/or public library. Additionally, the school will provide OPEN LABS for family usage on Mondays, Fridays & Saturdays.

Computers & Interactive White Boards \$ 17,624

Literacy First \$24, 500

Read \$ 10,800

New State Audubon Society \$6,000

STEM Garden \$10,000

Lucy West Metamorphosis Mathematics \$2,500

Core Curriculum Materials \$19,000

I-Ready, \$14,899.50

Headsprout \$ 7,072

Teacher College \$1,200

New York City Leadership \$6,669

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Utilization of Fletchers Place Phonics Program for Pre-K-1 and Treasures Reading and Writing units of study. Including participation in grade-wide literacy and writing projects and celebrations.

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.

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

Through environmental walkthroughs, informal and formal observations, informal and formal assessments the administrative team will monitor effective implementation of instruction based on Charlotte Danielson Framework for Teaching Domains 1E, 3B & 3D and modify as needed.

Block schedule affording the opportunity for daily common planning, including special education department (once per week)

Guided Instruction on Grades 3 thru 5 includes daily "Push-in" of Enrichment Teachers

b) Professional Partnerships modeling differentiated learning w/ Stem Garden, New State Audubon Society, NYU, H.E.A.R.T, Network Teacher Effectiveness, Visual Thinking Strategies , Fletchers' Place, Lucy West Metamorphosis Mathematics & Literacy First Monthly Inquiry Teams (all grades)

Frequent informals, based on City wide Effective Teachers Standards (Danielson)

Learning Walks, invasions to network & peer schools

Progress Monitoring Conversations (Data Conversations)

Students Weekly Reflective Learning Conversations

Active Child Study Team

ASPIRA, OST Provider, supports extended Learning & Family Literacy

New York Cares, supports Saturday Tutorial & ESL Workshops for Parents

Soundview Library Partnership, active partnership supports family literacy initiative

c) Active School Leadership Team, BRT Team, Child Study Team, Data & Inquiry Teams in which students' progress is shared and next steps devised

d) Continuously with periodic benchmarks every six to eight weeks to assess goal attainment.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: ___ title one priority

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

107 Learning Community hired a full-time Media-Librarian Specialist and Part Time Technology Specialist to further our learning with infusing the CCLS w/ Literacy & Technology.

Furthermore our professional partnerships with Lucy West Metamorphosis Mathematics, Stem Garden, Literacy First and NYS Audubon will offer mentorship and coaching for staff members in the area of organized thinking; differentiated instruction and inquiry based planning to meet the needs of students. Additionally, the 107 learning community purchase computer based learning programs to afford our students additional learning opportunities, and provide teacher with data-based instructional resources

K thru 2 & 4th Interactive Whiteboards to incorporate use of technology across the curriculum and capitalizing on students learning modalities

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Lucy West Metamorphosis Mathematics \$2,500

Core Curriculum Materials \$19,000

I-Ready, \$14,899.50

Headsprout \$ 7,072

Teacher College \$1,200

New York City Leadership \$6,669

Per diem \$ 6,000 to support professional development

Per session to support student learning :

Tier II Invention, Test Prep/ Saturday Academy/Kidz for Kidz \$ \$34, 300 (Teachers)

Tier II Invention, Test Prep/ Saturday Academy \$ \$4, 700 (Supervisor)

Tier II Invention, Test Prep/ Saturday Academy \$ \$3, 000 (Principal)

Tier II Invention, Test Prep/ Saturday Academy \$ \$2, 500 (Para)

Tier II Invention, Test Prep/ Saturday Academy \$ \$5, 000 (school-aide)

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

In accordance with QR Report 2011-12, Enhance coherence and alignment in the school’s curriculum with the Common Core Learning Standards and instructional shifts to ensure that all students make progress in their learning” so that they will be job and college ready (QR Report 2011-12 p. 5).

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Our goal is by June 2013, there will be improvement in the quality of rubrics and expansion in the number of formative assessment strategies, as evidenced by observations of varied assessment practices by 75%of classrooms.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

A: Strategies

In alignment with Department Of Education Effective Teaching Competency, all teachers will be afforded with opportunities of professional development on effective teaching practices.

Through environmental walkthroughs, informal and formal observations, informal and formal assessments the administrative team will monitor effective implementation of instruction based on Charlotte Danielson Framework for Teaching Domains 1E, 3B & 3D and modify as needed.

Periodic Assessments, DRA, Acuity, EPAL, I-Ready Diagnostic, Unit Assessments results shared via family communication notices
Enhanced technology resources such as Interactive White Boards, Computers, On-Line Learning i-Ready, V-Port Mathematics & Headsprout

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.

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

b) Professional Partnerships modeling differentiated learning w/ Stem Garden, New State Audubon Society, NYU, H.E.A.R.T, Network Teacher Effectiveness, Visual Thinking Strategies , Fletchers' Place, Lucy West Metamorphosis Mathematics & Literacy First Monthly Inquiry Teams (all grades)

Frequent informals, based on City wide Effective Teachers Standards (Danielson)

Learning Walks, invitations to network & peer schools

Progress Monitoring Conversations (Data Conversations)

Students Weekly Reflective Learning Conversations

Active Child Study Team

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Soundview Library Partnership, active partnership supports family literacy initiative

c) Active School Leadership Team, BRT Team, Child Study Team, Data & Inquiry Teams in which students' progress is shared and next steps devised

d) Continuously with periodic benchmarks every six to eight weeks to assess goal attainment.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants X Other-describe here: Title 1 Priority/
 SWP _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

107 Learning Community hired a full-time Media-Librarian Specialist and Part Time Technology Specialist to further our learning with infusing the CCLS w/ Literacy & Technology.

K thru 2 & 4th Interactive Whiteboards to incorporate use of technology across the curriculum and capitalizing on students learning modalities

2 Computer Labs (28 IMACS each lab) to support on-line learning. All students were afforded passwords for on-line learning to work at home and/or public library. Additionally, the school will provide OPEN LABS for family usage on Mondays, Fridays & Saturdays.

Furthermore our professional partnerships with Lucy West Metamorphosis mathematics, Stem Garden, Literacy First and NYS Audubon will offer mentorship and coaching for staff members in the area of organized thinking, differentiated instruction and inquiry based planning to meet the needs of students. Additionally, the 107 learning community purchase computer based learning programs to afford our students additional learning opportunities, and provide teacher with data-based instructional resources.

Computers & Interactive White Boards \$ 17,624

Literacy First \$24, 500

New State Audubon Society \$6,000

STEM Garden \$10,000

Lucy West Metamorphosis Mathematics \$2,500

Core Curriculum Materials \$19,000

I-Ready, \$14,899.50

Headsprout \$ 7,072

Teacher College \$1,200

Per diem \$ 6,000 to support professional development

Per session to support student learning :

Tier II Invention, Test Prep/ Saturday Academy/Kidz for Kidz \$ \$34, 300 (Teachers)

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Tier II Invention, Test Prep/ Saturday Academy \$ \$3, 000 (Principal)

Tier II Invention, Test Prep/ Saturday Academy \$ \$2, 500 (Para)

Tier II Invention, Test Prep/ Saturday Academy \$ \$5, 000 (school-aide)

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

• Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. Noting that parents -- with 91% agreement -- perceive that there is an adult at the school with whom their child(ren) trusts and can go to for help with a school problem (NYC School Parents Survey 2011-2012, Safety and Respect p. 6), Furthermore, according to QR 2011-12, the school uses a blend of internal resources and external partnerships to create a safe and respectful culture that values student academic and emotional growth (pg 4.) However, the school recognizes that the issue of bullying persists and must be addressed (NYC School Parents Survey 2011-2012, p.7).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

• Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

- 5.2 Systems and partnerships
- 5.4 Safety
- 5.3 Vision for social and emotional developmental health
- 5.5 Use of data and student needs

Annual Goal #4

• Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals. Our goal is to increase students’ daily attendance and social-emotional wellness providing students with behavioral problem-solving skills.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

A. Several school-wide initiatives designed to foster a safe school environment have been established: the Principal’s Book-of-the-Month (selected books used as a segue for a school-wide discussion on positive strategies when coping with barriers to social/emotional developmental health and academic success); WWT (use your WORDS, WALK away, and TALK to an Adult); “Caught Being Good” character education reward system(QR Report: 2011-2012, p. 4; NYC School Survey 2011-2012). Daily attendance is incorporated into our wellness initiative as measure to increase students’ academic success by increasing actual learning time. According to 2011-12 progress Report 107’s overall attendance rate was 90.4%. Incorporating and capitalizing on various alternative learning partnerships, such as HEART, ASPRIA and Stem Garden has dramatically increased our students’ desire to attend school.

Our focus on becoming a STEM school partnering with the Maker Kids Foundation, Knowledge You Can Trust Foundation, community leaders, and parents. This collaboration serves to leverage internal and external resources that strongly impact the academic, social/emotional developmental health of students. These efforts serve to positively channel students’ energies into problem-solving teamwork. They learn to work with other individuals with differing views while exploring science, technology, engineering, and mathematics. The learning is extended by analyzing how their creations and solutions may be applicable to global problems. Additionally, we also developed a partnership with Humane Education Advocates Reaching Teachers Program which engages our learners in collaborative research promoting civic responsibility for oneself, community, earth, and earth’s inhabitants.

Furthermore, 107 has secured OST grant, two million dollars for the next five years, with Aspira extended students learning time, including summer and

holiday sessions.

The Child Study Team (Principal, Assistant Principals, School Psychologist, School Social Worker, I.E.P Teacher, Guidance Counselor, Speech Teachers, ESL Teacher) focuses not only on formal evaluations but also on discussions of children who are exhibiting varying difficulties. Such student data as anecdotal records, diagnostic reading and math results, and student work are analyzed to gain greater insights into students' functioning. A variety of recommendations are proposed, with the results reported to the Committee within a stated time frame.

Staff and other resources

Stem Garden, supports inquiry base-learning, including parent volunteerism

ASPIRA, OST Provider, supports extended Learning & Family Literacy

New York Cares, supports Saturday Tutorial & ESL Workshops for Parents

Soundview Library Partnership, active partnership supports family literacy initiative

Humane Education Advocates Reaching Teachers Program, provides civic responsibility training

c) Active School Leadership Team, BRT Team, Child Study Team, Data & Inquiry Teams in which students' progress is shared and next steps devised

d) Continuously with periodic benchmarks every six to eight weeks to assess goal attainment.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: __ title one priority

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

107 Learning Community hired a full-time Media-Librarian Specialist and Part Time Technology Specialist to further our learning with infusing the CCLS w/ Literacy & Technology increasing students' joy for learning. Furthermore our learning partnerships with Stem Garden, HEART, NYS Audubon Society, Aspira, NYC Cares and Read will increase our students' attentiveness to learning and attendance. Additionally, to capitalize on students' learning attentiveness the 107 learning community will offer a variety of incentives, including a variety of learning excursions.

Read \$ 10,800

New State Audubon Society \$6,000

STEM Garden \$10,000

Field Excursions:

Build a Bear Workshop \$ 1,000

New Way Circus Center \$ \$600

The New York Botanical Garden \$ 1,400

100Musesum of Mathematics \$1,120

City Park Foundation \$200

Washington DC \$ 8,400

New Rock City Fusion \$810

Principal Book of the Month \$ 2,000

-

Stem Garden, supports inquiry base-learning, including parent volunteerism
 ASPIRA, OST Provider, supports extended Learning & Family Literacy
 New York Cares, supports Saturday Tutorial & ESL Workshops for Parents
 Soundview Library Partnership, active partnership supports family literacy initiative
 c) Active School Leadership Team, Data & Inquiry Teams in which students' progress is shared and next steps devised
) Continuously with periodic benchmarks every six to eight weeks to access goal attainment.

Budget and resource alignment

• Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

X Other-describe here: __Priority_____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In collaboration with Stem Garden, New York State Audubon Society, Aspira, New York City Cares, Read, and On-line Learning Programs the 107X learning Community will offer parents additional support to address children's academic needs. Parents will be invited to participate in a variety of workshops, field excursions, and open access to computer labs- during non-school hours. Furthermore, the 107X Learning Community will purchase additional books to support reading with parents' initiative.

Read \$ 10,800

New State Audubon Society \$6,000

STEM Garden \$10,000

I-Ready, \$14,899.50/ Home-School Learning

Headsprout \$ 7,072/ Home-School Learning

Parent Workshops \$3,000

Parent as Reading Partner Books \$ 3,000

Field Excursions:

Build a Bear Workshop \$ 1,000
The New York Botanical Garden \$ 1,400
100Musesum of Mathematics \$1,120
City Park Foundation \$200
Washington DC \$ 8,400
New Rock City Fusion \$810

Principal Book of the Month \$ 2,000

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	All students in grades K-5 are afforded daily 90 minutes block of literacy, which includes shared, guided, independent reading/writing and read aloud.	Whole/small grouping based on needs.	during the school day
	Three times per week (150 minutes) all students in Grades K thru 5 students are afforded additional guided reading periods.	Small grouping based on needs.	during the school day
	Students in Grades 3 thru 5 are afforded an additional 95 minutes per week in the area of literacy during Extended Day (228 students, including ELL's & SWD) and Saturday Academy Programs (60 students LVL 1 SWD & ELL's).	Small grouping based on needs, increased teacher student ratio 1/7	after school hours& Saturday
Mathematics	All students in grades K-5	Whole/small grouping based on	during the school day

	<p>are afforded daily 70 minutes block of mathematics, which includes shared, guided, independent mathematic explorations.</p> <p>Twice times per week (100 minutes) all students Grades K thru 5 students are afforded additional guided math periods.</p> <p>Students in Grades 3 thru 5 are afforded additional 95 minutes per week in area mathematics during Extended Day (228 students, including ELL's & SWD) and Saturday Academy Programs (60 Students LVL 1, SWD & ELL's).</p>	<p>needs.</p> <p>Small grouping based on needs.</p> <p>Small grouping based on needs, increased teacher student ratio 1/7</p>	<p>during the school day</p> <p>after school hours & Saturday</p>
Science	<p>Grades K-5 are afforded 150 minutes of science weekly, which shared, guided, independent exploratory, hands-on investigations.</p>	<p>Whole/small grouping based on needs.</p>	<p>during the school day</p>
Social Studies	<p>Grades K-5 are afforded 100 minutes of social studies weekly, which</p>	<p>Whole/small grouping based on needs.</p>	<p>during the school day</p>

	shared, guided, independent exploratory, hands-on investigations.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Small group/ individual based on students need	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

The 107X Learning Community adheres to employment protocol established by NYCDOE. Currently, and for the past several years, the 107s' pedagogical turnover rate has been less than .5%. However, as vacancies become available, the School Leadership Team (SLT) is engaged in collaborative dialogues about exploring possible learning enrichment opportunities, such as offering, science, library media, and additional collaborative special education classes. The SLT's suggestions are shared with the entire learning community, employment opportunities are posted on NYC Human Resource, applications and demonstrative lessons are reviewed by members of the 107 Learning Community. As new staff members join the 107 Learning Community, they are invited to summer immersion activities, such as collaboratively plan, summer family literacy

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Summer Planning Team on summer 2012.

This Parent Involvement Policy was updated on August 2012.

The final version of this document will be distributed to the school community on September 27, 2012 and will be available on file in the Parent Coordinator's office.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Chris Groll/Varelton McDonald	District 08	Borough Bronx	School Number 107
School Name Public School 107			

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

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

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

D. School Demographics

Total number of students in school	531	Total Number of ELLs	51	ELLs as share of total student population (%)	9.60%
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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. Parents are also contacted by phone by the parent coordinator two days before the parent orientation as a friendly reminder or to reschedule with parents who are unable to make it. The ESL teacher provides an orientation in English, with translation provided by our parent coordinator in Spanish or Special Education Teacher in French, for parents where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explains program options in their home language with the parent coordinators assistance or other interpreters as needed. During the orientation, parents view a video that is presented in their home language, receive an explanation of programs and program requirements, and are given an opportunity to ask questions, which helps parents to choose an appropriate ELL program for their child. Parents who attend the workshops are also given a brochure in their home language of available language programs. At the end of the orientation, parents are then given a Parent Survey and Program Selection form to fill out where they make an informed program choice. The selection form is collected from every parent who attended. The ESL Coordinator makes a copy of each form that is collected. The original selection form is placed in a file in the file cabinet in the ESL classroom and the copy of the form is placed in the student's cum folder. Parents are sent a letter confirming the selection and placement of their students. For those parents who do not attend two consecutive workshops, a selection form is sent home with the student and a follow-up phone call is made where the orientation is conducted over the phone if a parent is unable to come to the school building during school hours and questions are answered. Parents are then encouraged to return the selection form to the school. If selection forms are not returned to the office, the ESL Coordinator waits before

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

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

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	2	2	2	2	2	2	0	0	0	0	0	0	0	12
Total	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
Total	40	2	6	11	0	1	0	0	0	51

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
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

**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
TOTAL	0									

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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
TOTAL	1	7	12	13	9	9	0	51						

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

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 leaning activities during each content period. Demonstrations and an increased use of visuals are use to aid in their understanding of the content. Units in our literacy program are thematic to allow for student to follow and make connections in the curriculum. They also participate in literacy twice a week with lower grade classrooms to help them catch up with what they might have previously missed. During classroom time, direct instruction in phonics, phonemic awareness, and vocabulary is provided for the students. SIFE students are also targeted for peer tutoring and Academic Intervention Services. The SIFE students participate in our extended day program three-50 minute periods a week. During this time, students work to build basic math skills, so that they are able to function on

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 3rd- 5th grade newcomers participate in our extended day program three-50 minute periods a week where we focus on building basic math skills, so that they are able to function on grade level in math. Newcomer students who are at the beginning proficiency level, participate in Fletchers place or OG in their homeroom classes or in a lower grade classroom in order to boost letter recognition and sound skills. Technology is also incorporated in the ESL classroom where students are able to develop skills in phonemic awareness, vocabulary, letter recognition, and story comprehension on online programs such as starfall, abcya and raz-kids.

NYSESLAT data for students who have been receiving services for 4-6 years shows that they need extra support in reading. Students who need to develop fluency will be given Great Leaps 2-3 times per week. Students who need more help in reading comprehension will receive two additional thirty-minute small group reading intervention periods during the week using the Treasures Program. Students will also participate in our extended day program three-50 minute periods a week where they will be in small groups for reading conferences. During these conferences, teachers will 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 supports. Students are able to participate in small groups with the ESL teacher and receive direct instruction with their struggling areas. They are also invited to participate in ELL afterschool-programs. We continue to provide them with their NYS approved testing modifications.

At the current time, we do not have any long-term ELLs.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A	Physical Education	English
Social Studies:	English		
Math:	English		
Science:	English		
Writing	English		
English Language Arts	English		

Art	English
Music	English

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports			
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
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.			

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, 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 progress.

ELL's are afforded the same opportunities that the rest of the population are offered. Whenever possible, notices about events/or programs are sent out in as many languages as possible, so that all parents/guardians can know about offerings for their child. Native language support is provided with bilingual glossaries, labeled classrooms, content area material and literature in their native language, and technology resources in their native language. We are currently developing a plan to assist newly enrolled ELLs before the beginning of the school year. There are no language electives offered in our school.

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 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.

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.

Many parents in the community do not speak English and have expressed the frustration they feel when trying to help their child with school work. A plan is being developed in collaboration with our Parent Coordinator, the PTA, and other school staff to give workshops for parents. The parent coordinator will conduct the workshops in English and Spanish, if needed, twice a week that help parents understand the academic expectation for their students on different grade levels and help them understand the homework that is given to support classroom learning. In addition, we are making plans to offer family math and literacy nights bi-monthly to encourage parents to learn alongside of their children.

The ESL teacher and the Parent Coordinator provide workshops for parents as well as outside contractors, where translation is provided by Parent Coordinator or PTA President. Technology and ESL classes for parents are also being planned for the current school year which will be provided through FLAME company. FLAME company provides the translation services during their workshops. These workshops help parents understand how to use computer programs as well as the internet to help their children at home. At the end of each technology workshop, parents are given a survey in their home language that ask for feedback about the workshop. At the conclusion of all 5 technology workshops, parents participate in a graduation where they receive certificates of completion and fill out feedback form as to what other technology or other concerns they would like to receive training for. The ESL teacher analyzes these feedback forms in the middle and end of the school year and plans accordingly to parents request. Copies of feedback and parent sign-in sheets for workshops are kept on file in ESL file cabinet and in Parent Coordinator files. Presently, we do not partner with any Community Based Organizations.

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	1	0	2							
	I	4	1	1	1	0	0							
	A	3	7	4	4	4	3							
	P	1	3	4	4	4	1							
READING/ WRITING	B	5	6	3	2	1	2							
	I	1	2	4	2	4	2							
	A	1	0	2	4	1	1							
	P	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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. 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, these are the primary assessments used to put plans in place to support ELLs at PS 107. An examination of students' results in the four modalities (listening, speaking, reading, and writing) across the proficiency levels and grades reveal a pattern that students normally score higher in listening and speaking than in reading and writing on the NYSESLAT and LAB-R exams. Reading and writing are the weaker areas, where most students fall in the beginning level on grades K-2. There are also a large number of students who are at the Intermediate and Advanced level in Reading and Writing on grades 3-5. Although students have begun to move to Intermediate levels in Reading, the ELA results show that a significant number of students still scored at level one on the ELA exam. The implication for the school's LAP and instruction would be that reading and writing must receive more emphasis. There has to be additional resources and time focused on advancing students in reading in writing on the lower grades, so that when they get to the upper grades, they are at or above grade level and ready for the NYS exams. Students in the upper grades who are at the advanced level in reading and writing need focused direct instruction in vocabulary and reading comprehension to bring them to the proficiency level. This data also reveals that each year ELLs are moving from one proficiency level to the next.

All students are tested using the DRA. The DRA data reveals that 50% of ELLs in grades K-2 are not reading on grade level. These results lead us to believe that more instruction in vocabulary, phonics, and comprehension skills must take place on grades K-2. We have adopted the Treasures Program for Literacy in our school. This program comes with components specifically for ELLs to help differentiate the exact stories and activities that all students are using for ELLs with a Sheltered Language Approach. The Treasures Program also has phonics, spelling, and grammar components that will help push student achievement in writing portion of the NYSESLAT. Reading and writing is now also emphasized across all content areas. Teachers are also given words in the Native Language to use in content areas to help support students along with a bilingual glossary of frequent terms for each unit.

For Math we are using Everyday Math alongside Math Steps. The Math data reveals that newcomer students, regardless of taking the Math exam in their Native Language, are not on grade level in Math. We have begun using vocabulary picture cards in math, more manipulative use is emphasized during the Math period, and newcomer students focus on building basic math skills during extended day. All staff, common branch, counselors, and enrichment teachers are involved in the instructional process. During extended day three days a week for 50 minutes, new comers and SIFE students work on building basic math skills using the Teacher Assisted Instruction program for computation and Math Steps for problem-solving. All other ELLs are in small groups where they work on vocabulary and reading comprehension on Tues/Wed and focus on building math problem-solving skills on Thurs. Success for the ELL program is measured through NYSESLAT data, informal observations, DRA, weekly Treasures assessments, and review of informal data from conferences with students.

We have not used ELL Periodic Assessments in the past, but are looking to use them in future years.

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

Translation and Interpretation Services

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

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

The school will provide a dedicated staff member for written translation which is primarily the 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.

Part VI: LAP Assurances

School Name: <u>P.S. 107</u>		School DBN: <u>08x107</u>	
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
Maria Ramirez	Parent		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)
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

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

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

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

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

Part B: Strategies and Activities

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

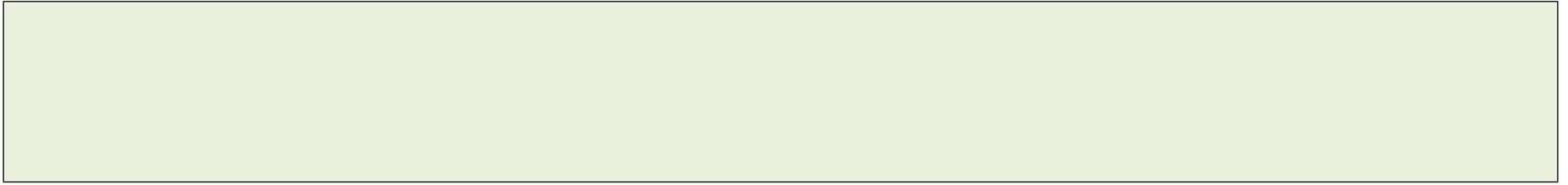
The school will provide a dedicated staff member for written translation, who will be available daily to translate incoming and outgoing correspondence. In addition, this person will be available to translate written home/school communication from administration, teachers and the SBST. Information that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

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

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

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

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



2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

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. 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 Saturday program will provide opportunities for students to engage in language and literacy experiences to enhance their listening, speaking, reading, writing, and math skills. The 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.

Subgroups and Grade Levels

The After School Program will support 50 ELL students on grades K-5. The Saturday Program will support 40 ELL students on grades 2-5.

Schedule and Duration

The After School Program will begin on January 22, 2013 and conclude on May 16, 2013. It will occur on Tuesdays, Wednesdays, and Thursdays from 3:10-5:30 pm. The Saturday Program will begin on December 08, 2012 and conclude on May 18, 2013 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 After School program. There will be one certified ESL teacher and four certified Elementary Education teachers for the Saturday Program. The ESL teacher will push-into the classes and prepare for the students instruction with the the other

Part B: Direct Instruction Supplemental Program Information

teachers collaboratively.

Materials

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

The primary materials for the Saturday program will be the Science and Technology for Children literacy and experimental kits along with the National 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 2012 and continue through June 2013. There is one workshop planned each month for one hour. Teachers will also receive professional development during teacher's inservice days. Additional professional development opportunities will be provided by a learning partnership with the Newtwork and NYU, will specific interest in learning styles, differentiating instruction and using data to influence planning.

Topics to be Covered

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

Part C: Professional Development

guided instructional groups.

Provider: Ms. Lumpkin, Certified ESL Teacher, will provide workshops for the staff. Dr. Rosemaria Leon, NYU will offer professional development opportunities.

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:

RationaleIn 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 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, 2013 to April 16, 2013. 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: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		