



LUIS LLORENS CHILDREN'S ACADEMY

PS 114X

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (09 X 114)
ADDRESS: 1155 CROMWELL AVENUE, BRONX, NY 10452
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: X114 **SCHOOL NAME:** LUIS LLORENS TORRES CHILDREN'S ACADEMY

SCHOOL ADDRESS: 1155 CROMWELL AVE, BRONX, NEW YORK 10462

SCHOOL TELEPHONE: 715058) 681 - 7 **FAX:** 718) 681 - 7519

SCHOOL CONTACT PERSON: Mrs. Olivia Francis-Webber **EMAIL ADDRESS:** Ofranci2@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>ALLISON BRISTOL</u>
PRINCIPAL:	<u>OLIVIA FRANCIS-WEBBER</u>
UFT CHAPTER LEADER:	<u>KHIERA KERSEY-HEGGS</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>YONANCYS DEJESUS</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>N/A</u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 09 **SSO NAME:** CFN6

SSO NETWORK LEADER: BOB COHEN

SUPERINTENDENT: DOLORES ESPOSITO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Mrs. Olivia Francis-Webber	*Principal or Designee	
Ms. Khiera Kersey-Heggs	*UFT Chapter Chairperson or Designee	
Mrs. Yonancy De Jesus	*PA/PTA President or Designated Co-President	
Ms. Sims	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Allison Bristol	Chairperson, SLT	
Mrs. Amparito Wah	DC 37 Representative, if applicable DC 37 Representative, if applicable	
Ms. Ingris Coronado	CBO Representative, if applicable	
Ms. Lakiesha George	Member/Teacher	
Mr. Ari Handwerger	Member/Teacher Volunteer	
Ms. Minerva Ramos	Member/Teacher	
Ms. Erica Comrie	Member/Teacher	
Ms. Sheila Davis	Member/Teacher Volunteer	
Ms. Cynthia Gehan	Member/Teacher Volunteer	
Ms. Monique Silva	Parent	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Luis Llorens Torres Children's Academy, P. S. X 114, is located in the High Bridge section of the Bronx, New York. The school has a culturally diverse constituent. Its population includes immigrants from South America, the Caribbean, Mexico, Bangladesh, and Africa. The total student population to date is 774. Students attend from kindergarten to grade four. There are six (6) kindergarten classes, eight (8) first grade classes, seven (7) second grade classes, eight (8) third grade classes, and seven (7) fourth grade classes. This includes nine (9) bilingual classes (Spanish) across all the grades, one English as a Second Language (ESL) class in grades 1, 2, and 4 respectively, one Integrated Collaborative Teaching Services (ICTS) class in grades 1, 2, 3, and 4 respectively, and one self-contained Special Education (SE:12:1:1) class in grades 2 and 3/4 respectively; and one Special Education class (12:1) in grades 2 and 3/4 respectively. The average class size for grades kindergarten through third is twenty-one (21) students. In grade four, the average class size is twenty-five (25) students. The students are heterogeneously grouped in each grade. Approximately 16% of the students have an Individualized Education Plan (IEP) and receive their continuum of services through the Special Education Teacher Support Services (SETSS) and/or related services for speech, At Risk counseling, occupational therapy, and physical therapy. Additionally, 41.7% of the students are English Language Learners (ELL), with Spanish as the dominant language. The majority of the students are from low-income families; and 99.9% participate in the universal lunch program.

The mission of the Luis Llorens Torres Children's Academy is to provide and maintain a safe child-centered learning environment that is built on a foundation of high quality standards that is supportive of collaboration, teamwork and multicultural backgrounds. It builds upon the varied strengths of students, staff, and parents in the development of programs and curriculum. Our commitment is to continuously improve the delivery of instruction so that there is a measurable achievement in the academic performance of all students. Our vision is to:

- Provide instruction in reading, writing, listening and speaking in the knowledge content of all subject areas with meaningful activities.
- Provide instruction that develops mathematical, language, critical thinking, and problem solving skills.
- Provide a supportive learning environment that builds capacity by encouraging all members of the school community to achieve high standards through mutual respect, collaboration, and hard-work.
- Increase parent participation and community involvement in a process that promotes student achievement, social development, and emotional growth.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	LUIS LLORENS TORRES CHILDREN’S ACADEMY			
District:	9	DBN #:	09X114	School BEDS Code #: 302900010114

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input 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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	N/A	N/A	N/A		91.9	92.4	92.3		
Kindergarten	170	144	129						
Grade 1	174	184	148	Student Stability: % of Enrollment					
Grade 2	161	169	156	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	169	138	182		89.0	86.8	94.8		
Grade 4	143	154	133						
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					95.3	91	95.3		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					22	17	40		
Grade 12									
Ungraded		5		Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	817	794	748		17	19	25		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	24	24	36						
No. in Collaborative Team Teaching (CTT) Classes	22	24	35	Principal Suspensions	0	0	1		
Number all others	33	40	50	Superintendent Suspensions	5	8	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	n/a	n/a	n/a
# in Trans. Bilingual Classes	160	189	201	Early College HS Participants	n/a	n/a	n/a
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	124	130	50	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	4	4		(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	63	68	65
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	14	9
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	3	TDB	TBD
	0		132				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	98.5	100
American Indian or Alaska Native	0.9	0.9	0.8	Percent more than two years teaching in this school	65.1	72.1	97.4
Black or African American	22.3	21.4	19	Percent more than five years teaching anywhere	33.3	38.2	21.5
Hispanic or Latino	73.1	74.3	77				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	2.9	2.5	Percent Masters Degree or higher	92.0	87.0	97.4
White	0.5	0.5	1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.3	98.2	98.5
Multi-racial	n/a	n/a	n/a				
Male	49.3	51.6	51.1				
Female	50.7	48.4	48.9				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	X <input type="checkbox"/> 2006-07	X <input type="checkbox"/> 2007-08	X <input type="checkbox"/> 2008-09	X <input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No X <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year 2	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	RESTRUCTURING Y2	ELA:	N/A
	Math:	IGS	Math:	N/A
	Science:	IGS	Grad. Rate:	N/A

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	X	X	X			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	X	X				
Hispanic or Latino	X	X				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-				
Multiracial	N/A	N/A				
Other Groups						
Students with Disabilities	-	X				
Limited English Proficient	-	X				
Economically Disadvantaged	X	X				
Student groups making AYP in each subject	4	6	1			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	29	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	8.4	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	11	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	9.6	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	0	Quality Statement 5: Monitor and Revise	Proficient
<p>Note: Progress Report grades are not yet available for District 75 schools.</p>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The school's achievement data shows an upward trend in the ELA and Math scores for grades 3 and 4. Data results of the Spring 2008-2009 New York State Standardized Tests indicated that 70% (+30.6% over the 2007-2008 , 39.4%) of the students in grades three and four are performing at Levels 3 and 4 in Math, and 47% (+6% over the 2007 – 2008, 40%) are performing at levels 3 and 4 in English Language Arts.

The current grade 4 (the 2008 – 2009 grade 3) has a population of 139 students. These students' performances on the NYS ELA and Math tests read:

SUBJECT	YEAR	# TESTED	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
ELA	2009	129	1	51	44	4
SUB-GROUP	YEAR	# TESTED	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
ELL	2009	45	0	33	62	4
SUB-GROUP	YEAR	# TESTED	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
SPEC. ED	2009	15	0.0	20	73	7
SUB-GROUP	YEAR	# TESTED	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
ENG. PROF.	2009	114	1	55	40	4

SUBJECT	YEAR	# TESTED	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
MATH	2009	132	27	58	12	3
SUB-GROUP	YEAR	# TESTED	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
ELL	2009	50	14	60	20	6
SUB- GROUP	YEAR	# TESTED	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
SPEC. ED	2009	14	0.0	79	14	7
SUBJECT	YEAR	# TESTED	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
ENG. PROF.	2009	118	30	56	12	3

The raw data indicated that the ELL sub-group has performed, percentage wise, better than the English Proficiency sub-group on the NYS ELA test. Consequently, the school needs to refocus and adopt instructional strategies that are geared toward increasing the performance levels of the latter sub-group. Also, the school did not meet its Annual Yearly Progress in 2 out of 6 areas. Those areas were Student with Disabilities (SWD) and in Limited English Proficiency (LEP). The school needs to identify those students who performed less than adequate and provide intervention services which will bring about their success in academic year 2009 – 2010.

In addition to the recommendations made to us through the school's Progress Report and Quality Review, this information has been incorporated into our comprehensive education plan as it shapes our instructional strategies, structures, and systems.

P.S. X 114's Comprehensive Education Plan 2009-2010 reflects our continuous commitment to academic achievement among our student population. The findings of a comprehensive review resulted in the identification of four main challenges for improving student performance: professional development aimed at improving the delivery of instruction across the content areas to ensure that students meet the state performance standards; intensive Professional Development for teachers on the Chancellor's Comprehensive Literacy and Math Program; Professional Development of teachers in specialized strategies to meet the needs of ELL students and those with Individualized Education Plans (IEP); and to mobilize for greater parent involvement.

The school's significant aids to accomplishment:

- A Professional Development team, which includes the Administrative Team, Math and Literacy coaches, English Language Learner (ELL) coordinator, the curriculum team, The Testing Coordinator, the Data Inquiry Team members, Math and Literacy lead teachers, and the five (5) Grade Leaders (pedagogue). The team meets bi-weekly to plan and collaboratively assess teacher needs, develop instructional materials, and plan for Professional Development activities. These activities include: facilitating workshops, teacher inter-visitations, turnkey training, peer coaching, mentoring, demonstrations, and learning walks.
- The staff strives to increase individual student's performance and achievement by cross-referencing multiple assessments: Math and Reading Benchmark Reports, ELA, Math, ACUITY predictive, the Teachers' College Reading and Writing Assessment (TCRWA), and teacher assessments
- Reading strategies, such as cooperative learning, listening comprehension, and small group instruction are utilized. The students are provided with the opportunity to apply their literacy skills to the integrated subject areas. Learning activities are enriched through the application of technology to related tasks.
- Students use manipulative to explore math concepts and processes, and for problem solving. A quarterly assessment tool, Recognizing Student Achievement (RSA), is used to monitor student progress and to foster student goal setting.
- Classroom libraries support an integrated approach to literacy by incorporating a wide range of literary, science based, math, and social studies leveled books and non-fiction writings into the teaching/learning process.
- Grade 4 students receive instruction that will help to adequately pre-prepare them for the NYS Social Studies Test in the 5th grade.
- Teachers who provide Academic Intervention Services (AIS) focus on targeted students in the third and fourth grades. The push-in instructional model is applied to teaching/learning in the classrooms.
- Small group instruction based on the workshop model is followed: mini-lessons (whole group), guided practice, independent work, and whole group sharing. Teachers hold one-on-one conferences with students and keep written records. During articulations with fellow classroom teachers, a plan of action is devised and implemented. A later review of its usefulness as a best practice is deliberated and used if found helpful.
- The Administrative team conducts formal and informal observations to help teachers improve in their craft of providing good instruction that enhances student learning and achievement. Next Step suggestions are closely monitored to facilitate teachers' personal professional development and growth.
- The Parent Coordinator, in collaboration with the Administration, constantly seeks resources that will strengthen the school's capacity to carry out its parent mobilization outreach and assistance program.

The following school wide activities have been successful in creating a safe, nurturing and positive learning and teaching environment: Bi-annual Attendance Award Ceremonies, Bi-annual Honor Roll Recognition Ceremonies, Proactive and vibrant Student Council, Anti-Bullying Campaign, Peer mediation in conflict resolution, Project Arts, Family Nights (art display, mathematics celebration, science fair, poetry slam, and technology workshops), Character Day and Festival of Nations parades, The PS 114X Annual Health Fair, Nursing Home Outreach Program, Annual Food, Clothing, and Coat Drive, Penny Harvest, and Go-For-It Club. These on-going activities have a positive impact on strengthening student self-respect, self-esteem, and self-confidence; increasing respect for others; fostering a strong sense of responsibility and integrity; and creating a bond between the school and the community.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1

The percentage of 4th grade students making at least one year of progress on the NYS test in Mathematics will increase from 70.4% in 2008-09 to 72.0% in 2009-10 school year.

Goal 2

The percentage performance of third and fourth grade students - general education, English Language Learners (ELL), and special education - on the NYS ELA test will increase from 46% in 2008-09 to 50% in 2009-10 school years.

Goal 3

The students' annual attendance average of 93.2% in 2008-2009 will be maintained in 2009-2010 school year.

Goal 4

The percentage performance of fourth grade English Language Learners (ELL) students on the NYS ELA will increase from 16% in 2008-09 to 20% in 2009-10 school year.

Goal 5

The communication score, delineated in the school's Progress Report, will increase from 6.9 in 2008-09 to 7.4 in 2009-10 school year

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1 The percentage of 4th grade students making at least one year of progress on the NYS test in Mathematics will increase from 70.4% in 2008-09 to 72.0% in 2009-10 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action Plan</p> <ul style="list-style-type: none"> • Students take practice test and use “Student’s Progress Checklist” to record performance • Teachers create and provide opportunities for students’ self-assessment on an on-going basis • Teachers and students build folders of program progress • Teachers complete a monthly survey on program progress • Teachers discuss, during grade conference and meetings, strategies to fulfill area(s) of shortcoming based on analysis by coaches and lead teachers • Teachers meet with coaches and lead teachers, voluntarily and independently, to discuss status toward completing program in a timely fashion • Teachers coordinate and collaborate, through grade planning sessions, their efforts to synchronize approaches to complete the mathematics curriculum. • Teacher administers various assessments: baseline, predictive (Acuity), end of unit tests, weekly tests, midline tests, end line tests, and teacher made tests, etc.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>C4E allocations used for funding Per Session pay for teachers in the After School Programs in Literacy and Math, Saturday Academies, and Holiday Test Preps, and for purchasing instructional supplies and materials</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

1. Complete teacher program progress survey analysis at the end of September
2. Grade conference to discuss the result of the analysis
3. Public display of student achievement and progress checklists by grade and class
4. Lead teachers and coaches conduct workshop on balanced assessment
5. Teachers' collated data binders on students' progress
6. Students' independent progress binders
7. Need assessment survey conducted among teachers by lead teachers and coaches
8. Grade planning session reports in the following format:

WEEK	DATE	MAIN FOCUS	DECISION	ACTION	EVIDENCE

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Goal 2

The percentage performance of third and fourth grade students - general education, English Language Learners (ELL), and special education - on the NYS ELA test will increase from 46% in 2008-09 to 50% in 2009-10 school years.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Identification of students using 2008-2009 ELA and MATH results by retrieving ATS data
- Establish learning opportunities, through normal instructional time and additional instructional time (Extended Day, After School, SES, and Holiday Academy), for student to experience success and develop competency.
- On-going progress assessment in reading and writing (September '09 – June '10), RSA (September '09 to June '10), Progress check (September '09 to June '10), Baseline test (September '09), Midline test (January, 2010), End-line test (June 2010), Acuity Predictive Tests (October '09 to May '10).
- Students' self-assessment data chart with a focus to improve continuously (goal setting and revising)

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

C4E allocations used for funding Per Session pay for teachers in the After School Programs in Literacy and Math, Saturday Academies, and Holiday Test Preps, and for purchasing instructional supplies and materials

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student checklists with data • Progress analysis chart on each student • Each student has a self-assessment competency profile • Student folders/portfolios • Parent participation in the learning process through visits, and workshops: hands-on training sessions to familiarize parents with student test requirements • Teacher contact by phone, letters/notes, and e-mail to inform parents about students' progress
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 3 The students' annual attendance average will increase from 93.2% in 2008-09 to 93.7% at the end of 2009- 2010 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Daily recording of attendance by attendance personnel and teachers • Daily acknowledgement over the intercom of class(es) with 100% attendance • Tangible reward for class(es) with 100% attendance for an entire week • Monthly public display of names of students with 100% attendance • Student of the month sashes (for each grade) worn by students with 100% attendance • Award ceremony and breakfast twice per year, for students with perfect (100%) attendance for the periods: September to February and March to May respectively. • <u>Certificate of Commendation</u> issued to parents at Award ceremony • All expense paid incentive trips for students with 100% attendance from September to May 2009; parent invited to accompany as chaperones. • Public display of monthly statistical data: graphs showing attendance by class, by grade, and whole school • Immediate contact with parents for any absentee student from the first day, and follow-up there after: phone calls, home visits, registered postal mail, and e-mail. • Provision of work folders to students who are homebound for extended periods
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E allocations used for funding Per Session pay for teachers in the After School Programs in Literacy and Math, Saturday Academies, and Holiday Test Preps, and for purchasing instructional supplies and materials</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Secured hard copies of student attendance in the Attendance Office • Teacher record of attendance via monthly Working class lists • Visible chart of physical daily count of student in attendance in each class • Physical postings of attendance in and around building • Posting of attendance information in lobby area • Record of actions taken for absentee students • Teacher record of communiqué with parents of students with long term absence: <table border="1" data-bbox="842 386 1971 547"> <thead> <tr> <th data-bbox="842 386 1005 511">Date</th> <th data-bbox="1005 386 1224 511">Subject Assignments</th> <th data-bbox="1224 386 1354 511">Signature of parent</th> <th data-bbox="1354 386 1509 511">Date assignment returned</th> <th data-bbox="1509 386 1665 511">Teachers' signature</th> <th data-bbox="1665 386 1820 511">Teachers' comments</th> <th data-bbox="1820 386 1971 511">Follow-up actions</th> </tr> </thead> <tbody> <tr> <td> </td> </tr> </tbody> </table>	Date	Subject Assignments	Signature of parent	Date assignment returned	Teachers' signature	Teachers' comments	Follow-up actions							
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 4</p> <p>The percentage performance of fourth grade English Language Learners (ELL) students on the NYS ELA will increase from 16% in 2008-09 to 20% in 2009-10 school year</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Identification of ELL students using 2008-2009 ELA and MATH results by reviewing ATS data • Establish learning opportunities, through normal instructional time and additional instructional time (extended Day, After School, and 3 Holiday Test Prep Academies, and Supplemental Education Service (SES)), for student to experience success and develop competency. • On-going progress assessment in reading and writing (September '09 – June '10), RSA (September '09 to June '10) Progress check (September '09 to June '10), Baseline test (September '08), Midline test (January, 2010), End-line test (June 2010), Acuity Predictive Tests (October '09 to May '10). • Students' self-assessment data chart with a focus on persistent and consistent improvement
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E allocations used for funding Per Session pay for teachers in the After School Programs in Literacy and Math, and Holiday Test Preps, and for purchasing instructional supplies and materials</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student checklists with data information • Progress analysis chart on each student • Each student has a self-assessment competency profile • Student folders/ portfolios • Parent participation in the learning process through visits, and workshops: hands-on training sessions to familiarize parents with student test requirements • Teacher contact by phone, letters/notes, and e-mail to inform parents about students' progress
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 5 The communication score, delineated in the school's Progress Report, will increase from 6.9 in 2008-09 to 7.4 in 2009-10 school year</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Establish a School Improvement Communication Committee comprising of 10 staff members including teachers, paraprofessionals, student council member, school aides, custodians, culinary providers, parents, and Pencil Partner Consultant • Work with Pencil Partner Consultant to develop program to establish fund raising programs and closer links with parents and the community
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E allocations used for funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Solicitation for parent involvement • School newsletters • Parent participation in workshops: hands-on training sessions to mobilize others to become involved in school activities. • Teacher have ready access to telephones to contact parents during the school day • Attend community meetings to make announcements e.g., church services, focus groups, etc.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	7			
1			N/A	N/A	5			
2			N/A	N/A	10			
3	41	41	N/A	N/A	16			
4	45	45	N/A	N/A	15			
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Students receive small group instruction using <u>Coach publications and Measuring UP</u> during the regular school day, and during extended time from 2:20 to 3:10 pm on Tuesdays through Thursdays from September 2009 to June 2010; After School from 3:10 – 5:10 P.M.on Tuesdays and Wednesdays form September 2009 to May 2010. Supplementary Education Service (SES) by SCAN New York, a Community Based Organization (CBO), on Thursdays and Fridays from November to June.</p>
<p>Mathematics:</p>	<p>Students receive small group instruction using <u>Coach publications and Measuring UP</u> during the regular school day, and during extended time from 2:20 to 3:10 pm on Tuesdays through Thursdays from September 2009 to June 2010; After School from 3:10 – 5:10 P.M.on Tuesdays and Wednesdays form September 2009 to May 2010. Supplementary Education Service (SES) by SCAN New York, a Community Based Organization (CBO), on Thursdays and Fridays from November to June.</p>
<p>Science:</p>	<p>Not Applicable</p>
<p>Social Studies:</p>	<p>Not Applicable</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance Counselors meet with students 1-2 times per week in small groups or on a 1:1 ratio. They are provided counseling Intervention services during the regular school day and the 37.5 minutes extended time. Services are provided through both push-in and pull-out programs. Guidance Counselors will conduct “Guidance Sessions in the classroom with all students and entitled ‘Let’s Talk about It’” Counselors also meet with parents to discuss student behaviors and placements, conflict resolutions, and IEP goal settings. Counselors also help parents to find outside authentic agencies or providers that provide required service for at risk students.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Students are identified and provided psychological Intervention services during regular school and the 37.5 minutes extended time. Services are provided through a pull-out program. Students are evaluated to determine their current status in a program. Parents are given detailed explanations of the process through several scheduled meetings. Follow-up actions are taken to resolve student cases with outside agencies.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Students are identified and counseled, as needed, to deal with personal social problems which they encounter in settings other than school. Parents are informed of due process rights; they are helped step- by- step to resolve issues.</p>
<p>At-risk Health-related Services:</p>	<p>Not Applicable</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

LANGUAGE ALLOCATION POLICY NARRATIVE 2009-2010

The LAP team members are: Ms. Webber, Principal; Mr. Ault, Assistant Principal; Ms. Williams, Assistant Principal; Ms. Crispin, Testing/Bilingual Coordinator; Ms. Challenger ELL Coordinator/ESL Teacher, ESL and Bilingual Teachers; Ms. Gehan, Math Coach; Ms. Bristol, Math Lead Teacher; Ms. Roberts, Literacy Lead Teacher; Ms. Davis, UFT Teacher Center; Mr. Edouard, Data Coach; Mr. Handwerker, Technology Media Specialist; Ms. Ojeda, IEP Teacher and Mr. Ortiz, Parent Coordinator.

ELL IDENTIFICATION PROCESS

At Public School 114X we have a committee to identify our English Language Learner population. This committee consists of our pupil accounting secretary, ESL/Bilingual coordinator, ESL teacher and a bilingual certified teacher. If needed a translator is provided for parents who speak French or Bengali by a certified Bilingual teacher or a paraprofessional who speaks Bengali. At the initial process of enrollment, either the pupil accounting secretary and/or ESL/Bilingual coordinator meets with the parents to make an initial determination of the home language. The parent is given the Home Language Identification Survey (HLIS) to fill out. A formal initial assessment is determined and signed by the ESL/Bilingual Coordinator or by a certified ESL teacher. If the student is deemed an ELL, the LAB-R and/or the Spanish LAB test is administered to the student within ten days of admission by an ESL certified teacher. The child is placed in a class by the ESL/Bilingual Coordinator in consultation with the assistant principals based on his/her raw score result. Students who come with the NYSESLAT scores, the scores are discuss and analyze by the ESL/Bilingual Coordinator, the administrators, ESL pull-out/push-in teachers, and data inquiry team members. The students are then grouped according to their NYSESLAT level to better meet their academic needs. ELL students are instructed using various materials and methodologies during the regular school, extended time, and After School program.

The ESL teachers and Parent Coordinator discuss with the parents the options available at the school. Next the parents are shown the parental video which explains the three program choices (Bilingual Transitional Program, ESL Self- Contained Program, and monolingual class with pull-out ESL services). After the video presentation, parents are given the opportunity to ask questions, discuss their options, and decide on the option of choice. If the parents do not respond during registration, they are given a time frame of ten days to return the form. If the form is not returned, then the default choice for the students is the Transitional Bilingual Program. Results data from the parent survey letters show that the majority of parents chose bilingual transitional programs for their children. In our case, the students' default choice is the free-standing ESL program due to overcrowding in our Bilingual classrooms. The school makes several attempts, during the school year, to meet with parents after the initial period of registration.

PROGRAMMING AND SCHEDULING INFORMATION

Bilingual teachers use the transitional Bilingual Education Model in their classrooms. Classes are grouped according to their level and use the following ratio model: Beginners - 60 (Spanish) to 40(English) units; Intermediate- 50 (Spanish) to 50(English) units; and Advanced - 25 (Spanish):75 (English) units. In the **60:40** model Balanced Literacy is taught in Spanish; Balanced mathematics predominately in Spanish; English as a Second Language (ESL) daily; Science/Social Studies three times in Spanish/two times in English or vice-versa. Teachers give short summaries in the students' native language if needed. This approach is to assess and support students' knowledge of the content being taught. In the **50:50** model Balanced literacy is taught in Spanish; Balanced Mathematics three times in Spanish and two times in English; English as a Second Language four times a week for ninety minutes; Science/Social Studies three times in Spanish/two times in English or vice-versa. Teachers give short summaries in the students' native language if needed. This approach is to assess and support students' knowledge of the content being taught. In the **25:75** model Native Language Arts is taught in Spanish; English Language Arts in English; Balanced mathematics in English; English as a Second Language four times a week for forty-minutes; Science and Social Studies in English for forty-minutes alternating two or three times a week. In the subject areas where English is dominant, the instruction is scaffold: teachers give short summaries in the students' native language, if needed, to assess and elevate students' content knowledge. The kindergarten and first grade bilingual classrooms will use "Estrellita" an accelerated beginning Spanish Reading. It is an accelerated, systematic, explicit phonics program that serves as a bridge to mastering English, by laying a strong foundation in the primary language; this leads to a more successful transition to English.

Students with interrupted formal education (SIFE) are either placed in a monolingual class setting with ESL services or in a Bilingual transitional class. To meet the needs of these students, we provide push-in and/or pull-out small group instruction during the academic day. To supplement the needs of these students, there is the Family Support Outreach Team that works with the families of these children to eliminate or reduce the interruption of schooling.

We will provide our newcomers with a push-in and pull-out model during whole-group instruction time; the students will receive the same instruction but at a modified level. The pull-out model will be adapted to foster their academic growth through a variety of lessons that meet their specific needs.

In all of our programs, teachers will develop vocabulary through flashcards, word games, word work, and a variety of word building activities through a variety of ESL methodologies. The methods of instruction include: scaffolding of texts and instructions, creating a classroom environment that is risk free and print rich, using lots of visuals and real world materials. Students will be provided with kinesthetic, visual and oral instructions, and a variety of learning activities in the listening and computer centers.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

The ESL push-in and classroom and bilingual classroom teachers will benefit from:

- demonstration lessons on best instructional strategies and practices
- development of classroom listening centers with written skill-based activities and corresponding graphic organizers
- professional development workshops on the set-up, use of materials, and launching of the listening center
- in-class support of the launching of the listening center
- mentoring and coaching of ESL and bilingual teachers on best instructional practices, differentiation of instruction, and behavior management
- recording books on tape for classroom teachers' use

- weekly ESL push-in teachers’ meeting to assess needs, analyze students’ work, recommend instructional strategies, NYSESLAT preparation strategize, formulate next steps engagements and follow-up activities
- how to create templates for reviewing students’ work
- Turn-key in-house sessions by teachers who were trained in the Schools Attuned program which addresses academic interventions and accommodations for students’ who learn differently, based on their neurodevelopment profile
- Inter-visitations to observed and/or co-teach in bilingual/ESL classes emphasizing best practices, expansion of vocabulary, scaffolding and differentiation of instruction
- Learning Walk feedback

CURRENT NUMBER OF BILINGUAL AND ESL SELF-CONTAINED CLASSES 2009-2010

GRADE	BILINGUAL	ESL SELF-CONTAINED
<i>KINDERGARTEN</i>	2	0
<i>FIRST GRADE</i>	2	1
<i>SECOND GRADE</i>	2	1
<i>THIRD GRADE</i>	2	0
<i>FOURTH GRADE</i>	1	1
<i>TOTAL</i>	9	3

The above table shows the current number of Bilingual and ESL classes for the 2009-2010 school year. An ESL certified teacher, using an ESL push in/pull-out model, will support and service our ELL students in monolingual and special education classes. The data below provide an engaging insight of the school’s English Language Learners. The above table shows the number of Bilingual and ESL classes this current school year. The Bilingual and ESL self-contained classes are grouped according to their NYSESLAT scores and teacher judgment. This approach is to enhance the students’ language acquisition skill. Students will receive language instruction according to the language proficiency level. Throughout their daily instruction, teachers will reinforce all four-language skills –listening, speaking, reading, and writing. Teachers implement practices such as: expose their students to a variety of literature in English and their native language; provide instruction in organizational and test-taking skills in preparation for the various exams - NYS ELA, NYS MATH and NYSESLAT. Teachers will use various materials such as listening centers, Avenues (ESL Program), and Pan y Canela (Spanish Guided Reading) to enhance instruction. In addition and to impact instruction, teachers will incorporate the following approaches: Physical Response; use of visual cues and graphic organizers; cooperative grouping; role playing; think-pair-share; read aloud; cultural understanding; and scaffolding.

Students in our transitional Bilingual classes are instructed in their native language (Spanish) and in English. Instruction is provided in the student’s native language with intensive support in English language development through ESL methodologies. The literacy block (readers’ workshop and writers’ workshop)

consists of read aloud, mini-lesson, shared reading, independent/guided reading and share time. The math workshop consists of mini-lesson, guided practice, independent work/group work, whole group share, reflection, follow-up), math literature connection, and the core math lesson (two everyday math activities). Teachers use a variety of strategies such as building vocabulary through the use of gestures, visuals, role-play, think-pair-share, and checking for understanding. Academic instructional time in the native language decreases as the students' English language proficiency increases. The teachers serving our ELL students in the transitional bilingual program and in the ESL pull-out/push-in approach are highly qualified. In addition, English Language Learners benefit from instructional interventions in the After School and Saturday Academy programs. These instructional intervention programs are funded by title III funds.

NUMBER OF ELL STUDENTS SPEAKING A LANGUAGE OTHER THAN ENGLISH

The data shows that the dominant language spoken by the majority of our ELL population this is Spanish. The other languages spoken by our ELL students include French, Bengali, Dejula, Fulani, Twi and Urdu. The total number of ELL students in our school is 309: 52 in Kindergarten, 58 in first grade, 63 in second grade, 78 in the third grade, and 58 in fourth grade.

ASSESSMENT ANALYSIS

Describe what assessment tool your school uses to assess the early literacy skills of our ELL students?

PS 114X will use during 2009-2010 the Teachers' College Reading and Writing Assessment (TCRWA). It will be administered once a year at our school, and preferably during the spring. Group activities are designed for each grade and adapted to the time of year. Individual activities allow for each child to be assessed at as many progressively higher levels as he/she can master.

What insights does the data provide about our ELL students?

ELL students are expected to perform on the level of their grades. The 2008-2009 ECLAS-2 results show that our first grade ELL students performed under grade levels in identifying Final Consonants, Blending, and Segmenting (22%). They did not pass the phonemic awareness level. Second and third grade ELL did well in phonics achieving near mastering in spelling (64%) and mastering in decoding (94%). Our third grade ELL students had difficulty with multi-syllable writing patterns, word families and blends. ELL students at all levels performed above expectations in sight words identification, listening comprehension, and writing development (81 % and 85% respectively). The benchmarks in TCRWA are research based with the expectation that the children will attain 75% to 80% mastery overall.

How can this information help inform your school's instructional plan?

Based on the ECLAS-2 results, at the third grade level, there are three areas of concern: spelling, decoding, and writing development. Third grade teachers decided through brainstorming to identify effective strategies to help these students reach mastery in the areas above indicated. One approach was to introduce in the classrooms complex patterns of words and varied conventions to decode both familiar and unfamiliar words.

The literacy coach, the literacy lead teacher, and the grade leaders worked collaboratively to identify what the students needed to learn and what instructional format would be most effective. Decisions were made to introduce word formation and decoding language software to enable individual students to practice on their own. Another approach was to use the results obtained by the students to group them based on their learning needs and challenges.

Although reading fluency was not identified as an area of concern based on the ECLAS-2 results, teachers felt that ELL students needed help to achieve greater level of reading fluency. Several strategies were retained, modeled, and practiced to help these students build reading fluency. Since reading fluency means reading quickly, effortlessly and efficiently, ELLs will be provided additional skills in expressive language and greater ability to simultaneously decode and understand what they are reading.

2. What is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT?

The following Table reflects the scoring patterns of the whole school population which includes all sub-groups

Reading & Writing

Grades	Tested	% Beginning	%Intermediate	% Advanced	% Proficient
School	302	19%	38%	31%	12%
K-01	117	23%	32%	24%	21%
02-04	185	17%	42%	36%	6%

Listening & Speaking

Grades	Tested	% Beginning	% Intermediate	% Advanced	% Proficient
School	302	4 %	10%	29%	56%
K-01	117	3%	21%	31%	46%
02-04	185	5%	4%	29%	62%

The data shows that our students’ expressive or verbal skills are sharper and more evident than in reading and writing. The school’s efforts have been directed toward reducing such gap. Only 6% of our students have reached a proficiency level in Reading and Writing while 62 % have shown mastery in speaking and listening. There is another area of concern: 17% of our grades 2 to 4 students are still at the Beginner’s level in Reading and Writing, while the rate is capped at 5% in Listening and Speaking for the same group. The school management, through seminars and professional development, has equipped classroom teachers to use the Bloom’s Taxonomy during English Language Instruction. Teachers are now currently engaging their students into reading, re-reading, writing about what they have read, and discussing their work in small groups.

3. How will patterns across NYSELAT modalities – reading/writing and listening/speaking affect instructional decisions?

The school was cited for not meeting its Annual Yearly Progress (AYP) target for ELL students. The school management has re-direct its focus, strategies and resources to provide effective and quality ELA instruction to the ELL population. Special attention is being paid by teachers in helping ELL students set their annual ELA targets and develop simple tracking modules to assess at any time if they are on target. The individual monitoring system empowers the students to seek help if they realize that they are going off target. At the same time, the system sends warning signals to teachers and school management to take appropriate measures to bring the students back on track.

Our ELL students will be able to achieve high levels of performance and meet all local and state standards through positive support and resources. The school management has created a comprehensive learning program involving both teachers and parents in ELA instruction. Books in local languages have been bought and made available to students. Teachers in bilingual classes teach their ELL students through balanced literacy and native language instruction. Ell students are often engaged in communication activities in their native tongue and in a print rich environment.

4. For each program answer the following:

What are the patterns across proficiencies and grades? How are ELL students faring in tests taken in English as compared to the native language?

Reading & Writing

Grades	Tested	% Beginning	% Intermediate	% Advanced	% Proficient
School	296	19%	38%	31%	12%
K - 1	113	24%	32%	24%	20%
2 - 4	183	16%	42%	36%	6%

Listening & Speaking

Grades	Tested	% Beginning	% Intermediate	% Advanced	% Proficient
School	298	4 %	10%	29%	56%
K - 1	113	3%	21%	32%	44%
2 - 4	185	5%	4%	28%	62%

The patterns of scores show very little difference in the NYSELAT between the LEP and Non-LEP population. The uniformity of scores was expected since more that 97% of the students who took the tests are ELLs. There is an area of concern: 16% of our 2 to 4 LEP students are at the beginners’ levels which indicate that this group deserves to be on our priority list. Indeed, the LEP beginners are instructed by collaborating teachers who instruct in both languages on a rotating basis. These students are involved in special computer-based learning programs which allow them to practice what they have learned in class on their own and at home under the supervision and guidance of their parents.

In after-school programs, the LEP students are exposed to multicultural education in an integrative learning environment.

Describe how the school leadership and teachers are using are using the results of ELL periodic assessments?

Students, school-wide, must set a June goal in both ELA and Math. ELL students are guided through the learning goal setting process by retaining goals in both L1 and L2 languages based on their preferences, interests, and actual literacy skills in their native language. Benchmarks are set with the students' involvement and dates are agreed upon for Periodic assessments. The results of these assessments are used to determine if current instruction is effective or if there is a need to revise adopted strategies to help the students succeed.

What is the school learning about ELL from the Periodic Assessments? How is the Native Language used?

Teachers are now aware of the importance of L1 in the acquisition of L2. Teachers begin to rely on what the students have learned in their native tongue to help them acquire additional skills in English. They also realize that by giving importance to the ELL students' culture in exploring new ideas and concepts, the learners tend to reach higher levels of comprehension in less time and with less frustration.

The Native Language is used as a lever to enhance the ELL student ability to acquire new skills.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-4

Number of Students to be served: LEP

Non-LEP

Number of Teachers: 12

Other Staff (Specify): ESL/BILINGUAL COORDINATOR and ELL COORDINATOR/ESL TEACHER

School Building Instructional Program/Professional Development Overview

Professional Development is coordinated and implemented by the Curriculum Team, which includes the Administrative Team, UFT Teacher Center personnel, the Math and Literacy coaches, the English Language Learners (ELL) coordinator, the Data Inquiry Team members, and the lead teachers in ELA and Math. The team meets bi-weekly to plan and collaboratively assess teacher needs, develop instructional materials, and plan for Professional Development activities including facilitating workshops, teacher inter-visitations, turnkey training, peer coaching, mentoring, demonstrations, and networking. The following professional development plans are based on data from the Accountability Systems:

- Workshops on the use of data to drive instruction
- Workshops to provide teachers with more support in developing content knowledge and teaching strategies
- Workshops on developing and writing S.M.A.R.T Goals
- Workshops using the New York State Tests scoring guides in ELA and Math for Grades 3 and 4, and the NYSESLAT.
- Integrating technology and the arts (visual and performing) in the core curriculum subject areas.
- Engage for 20 minutes in Sharing Effective Teaching Strategies (SETS) monthly during the faculty meeting

Teachers will attend outside, paid and unpaid, professional development workshops; they will turnkey the information in-house. They will visit peer schools, as well as schools that have earned Well Developed in the School Quality Review process and an A grade on the School Report Card, to learn from their best practices. Study groups, Munch and Learn Sessions, and grade planning groups will continue to support teachers' instructional practices.

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Students in Bilingual classes are instructed in their native language (Spanish) and in English according to the policies of New York City Department of Education and New York State Education Department. Our Bilingual program focuses on enhancing the native language while gradually introducing the English language in all academic areas. ELL students in both programs have the opportunity to participate in after school and Saturday academies funded by Title III monies geared towards increasing English language acquisition skills. Currently there are nine (9) bilingual classes (Spanish): two (2) in Kindergarten, two (2) in the first grade, two (2) in the second grade, two (2) in the third grade, and one (1) the fourth grade. There is one (1) self-contained ESL class in grades one through four. The students in Bilingual and ESL self-contained classes are grouped homogenously according to NYSESLAT scores and teacher judgment in order to enhance their language acquisition process. Language instruction is based on NYSESLAT scores and the Language Allocation Policy. We ordered the "Seedling Books," for our ELL kindergarten and first grade students. The Total Collection Library published by Continental Press, covers a wide variety of fiction and nonfiction topics written in a wide range of reading levels. These books were ordered to promote reading fluency, build background knowledge, increase vocabulary and allow for independent reading. We ordered the Empire State NYSESLAT books to use with our ELL students. These books provide clear and concise skill reinforcement to support curriculum goals, promote success on the NYSESLAT, and help students overcome daily language barriers. Each book contains units for speaking, listening, reading and writing which are the four components of the NYSESLAT exam. The reader's theater sets were ordered to use with our ELL students. These sets of books are to reinforce instruction and provide teachers with different kinds of ESL strategies to introduce and/or reinforce vocabulary and increases reading fluency. These plays are geared to help students who are at different levels in the acquisition of the English language. These plays are presented in a non-threatening manner so that students feel more incline to participate. ELL students are given the opportunity to participate in an ELL After-School Program, which provides assistance in building stamina for the ELA, Math and Science Standardized examinations, as well as the NYSESLAT. They also, receive exposure to testing strategies, review-studying strategies specific to test taking, and review relevant and related types of examination questions and answers.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Bilingual and ESL teachers are given the opportunity to meet once a month to discuss program concerns and offer support to one another during school time. Bilingual and ESL teachers from the same grade are given the opportunity everyday during their preparation period to plan and collaborate together. Some of the planned Professional Development for the bilingual and ESL teachers will include workshops that will enhance teachers' knowledge in Native Language Arts and English Language Acquisition. The workshops will also include topics that will address oral language development in the target language, grouping students for instruction, aligning instruction with the NYS standards, and test-taking strategies geared towards NYS ELA, NYS MATH, NYSESLAT and SCIENCE.

Form TIII – A (1)(b)

School: PS 114X

BEDS Code: 320009000114

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$47, 795.88		
Budget Category		
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	67% = \$31, 988.88	126 hours of per session for ESL and General Education teachers to support ELL student in the After School program from 3:10 – 5:10 P.M. on Tuesdays and Wednesdays from Septembe2009 to May 2010. <ul style="list-style-type: none"> - Per session: 126 hours x 5 teachers x \$41.98 = \$ 26,447.40 - Per session: 126 hours x 1 Supervisors x \$43.98 = \$5,541.48
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	Not	Applicable
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	15% = \$7,185	Books and other materials will be purchased for student’s instruction from Triumph Learning. Materials include: Workout, Progress, Ladder s of Success to support ELL student in the After School program from 3:10 – 5:10 P.M. on Tuesdays and Wednesdays from Septembe2009 to May 2010.
Educational Software (Object Code 199)	13% = \$6, 227	Funds will be used to purchase Understanding Math software
Travel		
Other	5% = \$2, 395	Parent involvement: workshops, parent/teacher conferences, Honor roll award ceremony (2x annually), Annual Attendance Award ceremony (2x per year), 2 nd Cup of Coffee Sessions (2x per year), NYS ELA and Math Assessments workshops for parents
TOTAL	100%	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

The data from the Home Language Surveys and the School Report Card informed the school's written translation and oral interpretation of parents' needs.

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 demographic data shows that 74.3% of the students are Hispanic. The data is made public to the school community through newsletters and postings on the school's website: PS114X.wikispaces.com. Every piece of written information originating from the school is written in both English and Spanish. Resident translators are available to translate whenever the situations demands.

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.

Letters to parents, school notices, flyers, monthly calendars, or any form of written communiqué are written in both English and Spanish. Oral translation is done by our secretaries, guidance counselor (K-2), Parent Coordinator, Parent Association President, Testing Coordinator, Math Coach, Data Coach, and our 26 bilingual pedagogues. Teachers' letters and notes are also written in both languages before distribution.

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.

Interpretation will be done by our Pupil Account secretary, Data Coach, Parent Association President, Parent Coordinate or, Guidance Counselor (K-2), Testing Coordinator, Family Worker, and Math Coach.

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 postings will be in both English and Spanish. Translation for parents at school functions, workshops, and conferences will be facilitated by the Parent Coordinator, the Parent Association, and the school's bilingual staff members.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$ 835,301	169,770.78	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 8,353		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,019	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 41,765		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		9,166	
6. Enter the anticipated 10% set-aside for Professional Development:	83,530		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		16,976	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The Luis Llorens Torres Children’s Academy embraces the concept of parent involvement in their children’s academic achievement. As such, all parents are informed about the Title I parent involvement activities and program. Information is collected and publicized through:

- a. Meetings: Parent Association, bi-monthly parent Workshop, Parent Information Night, etc
- b. Memorandums and Newsletters: Parent Association, parent Coordinator, and School Leadership Team
- c. Discussions/workshops: Open Forum on regulated Title I Programs and activities
- d. School Leadership Team: CEP (parent input), School budget transparency, Fund disbursement and statement
- e. Surveys: Parents’ Need Assessment, Parents on School Environment, and Parents’ Home Language
- f. Open Access: Visits to classrooms, Line of communication with teachers and administrators, Parent Room,
- g. Voluntarism: Parents as chaperones on all trips, parents undertaking ad hoc responsibilities within the school, Parents on the SLT, Learning Leaders Program

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school’s expectation for parental involvement based upon the District Parental Involvement Policy. [Section 1118-Parental Involvement – (a) Local Education Policy- (2) Written Policy of ESEA]

PS 114X agrees to fully implement the following statutory requirements:

- ❖ The school will put into operation programs, activities and procedures for the involvement of all parents of students eligible to the Title I and consistent with Section 1118 – Parent Involvement of the Elementary and Secondary Act (ESEA). The programs, activities and procedures will be planned and operated in consultation with parents of participating children.
- ❖ In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- ❖ The school will involve the parents of children serviced in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is disbursed.
- ❖ The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:
 1. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning;
 2. that parents are encouraged to be actively involved in their child's education at school;
 3. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 4. carrying out of other activities, such as those described in Section 118-Parent Involvement of the ESEA.

PART II – DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement – (a) Local Educational Agency Policy – (2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

PS 114X will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Educational Agency Plans of the ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all Parent Association (PA) meetings
- PA Executive Board members will interact with District personnel through the Office of the District Family Advocate and the Office of the Superintendent

PS 114X will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parent members of the school leadership team will participate in the annual PASS Review of the School
 - a. Parents will be interviewed as part of a mock School's Quality Review
 - b. Parent will complete the specific part of the Environmental Surveys in the School's Progress Report 2009-2010

PS 114X will coordinate and adapt parental involvement strategies in Title I, Part A under the following added programs:

- SCAN New York – After-school program
- Parent Technology workshops
- ELA and Math Test Prep Sessions
- Bi-monthly workshops on social, health, legal issues
- Annual Student Awards Ceremonies

PS 114X will conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy to improve the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- A survey will be conducted at two (2) spring term PA meetings. Parents will give feedback and suggestions on school improvement methods. They will respond topics such as: teaching and learning, school-to-home communication, guidance services, academic intervention services, and safety. The Parent Coordinator and executive members of the PA are responsible for conducting and evaluating the survey. The findings will be presented to the principal for review and consideration.

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parent Involvement- (e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary curriculum professional development/literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times.
- The school is developing appropriate roles for community-based organizations through a number of activities. These activities will bring together members of the local community in order to address the needs of individual students.
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

PART IV ADOPTION

New York City Department of Education
PS 114X – The Luis Llorens Torres Children's Academy
Olivia Francis-Webber, Principal

This policy was adopted by PS 114X on 12/1/09 and will be in effect for the academic year 2009-10. The school will distribute this policy to all parents of participating in Title I, Part A children on or before December 14, 2009.

(Signature of Principal)

(Date)

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

LUIS LLORENS TORRES CHILDREN'S ACADEMY

P.S. 114X

1155 Cromwell Avenue, Bronx, New York 10452

Phone # (718) 681-7507 Fax # (718) 681- 7519

Mrs. Olivia Francis-Webber

Mr. George Ault

Mrs. Tabitha Williams

Principal

Assistant Principal

Assistant Principal

SCHOOL-PARENT COMPACT

The Luis Llorrens Torres Children's Academy (LLTCA), and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the

school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2009-2010

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS School Responsibilities

The LLTCA responsibilities include the following:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Use of data to drive instruction: item analyses, assessment results, benchmark tests,
- Teacher collaboration: examine and implement best practices based on proven research, sharing of classroom successes, observing each other demonstrate teaching skill, teaching according to strengths in pairs, shared lesson planning, universal agreement on grade value for student work, weekly common planning, vertical and horizontal articulation on student curriculum, map and follow a curriculum that integrates all subject and utilizes technology.
- Students: Review results and engage in goal setting, design rubric to assess their work, examine scoring guides for ELA and Math tests by NYSED, Use scoring guides to rate each other's work, self-monitor progress by keeping track of mastery of performance indicators.

3. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- September ----, 2008 – Open School Night
- November ----, 2008 – Parent/Teacher Conference
- March 18 & 19, 2009 – Parent/Teacher Conference

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- January 31, 2009 – Progress Report
- February 1, 2009 – Failure Notices
- February 8 – 12, 2009 – Parent/Teacher Meetings

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- September ----, 2008 – Open School Night
- February 8 – 12, 2009 – Parent/Teacher Promotion in Doubt Dialogue

- On –going _ Upon parent’s request; At Teacher’s invitation
4. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
- Open School Week – October 15, 2008
 - Parents’ Day – November 15, 2008
 - Classroom Visitation Week – May 15 – 19, 2009

Parent Responsibilities

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

- Send/Bring children to school everyday and on time
- Sign all completed homework each night
- Implement a TV program sheet:

DATE	TIME	TV SHOW	PARENT SIGNATURE
		<ul style="list-style-type: none"> - Name of show: - Main Characters: - Type of Conflict: Self, Others, Society, Nature. The Unknown - Description: - Resolution: - Student’s Thoughts: 	

- Attend all meetings apart from Parent/Teacher conferences
- Serve as chaperons on school trips and visits
- Participate in school celebrations such as Hispanic Day, Black History Month, etc
- Proactive member of Parent Association
- Respond to all correspondence from the school in a timely manner

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School Improvement Team, the Title I Policy Advisory Committee, State’s Committee of Practitioners, the School Leadership Team or other school advisory or policy groups.

Date: _____.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please refer to pages 9 -10 above

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Please refer to pages 11 – 15 above

3. Instruction by highly qualified staff.

Instructional guidance to the pedagogue is provided by Administrators, lead teachers of literacy and mathematics, instructional coaches, data coach, and English Language Learners Coordinator, the Inquiry Team, and Network 14 Personnel.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.

Professional development is coordinated and implemented by the curriculum team. The team includes the administrative team, Network 14 Personnel, math and literacy coaches, the literacy and math lead teachers, coordinator of English Language Learners (ELL), and the Data Inquiry Team members. The team meets bi-weekly to plan and collaboratively assess teacher needs, develop instructional materials, and plan for professional development activities including facilitating workshops, teacher inter-visitations, turnkey training, peer coaching, mentoring, demonstrations, and networking. The following professional development plans are based on data from the DEO Accountability system:

- workshops to empower teachers in using data to drive instruction
- workshops to provide teachers with more support in developing content knowledge and teaching strategies

- workshops on developing and writing S.M.A.R.T goals
- workshops to provide teachers with the tools for grading the New York state tests in ELA and math, grades 3 and 4
- integrating technology and the arts (visual and performing) in the core curriculum subject areas
- Engage for 20 minutes in Sharing Effective Teaching Strategies (SETS) monthly during the faculty meeting

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Prospective candidates are;

- Recruited through the Citywide and Borough wide Teaching Fairs, NYC Teaching Fellows Program, and the Teach for America Program
- Independently screened and interviewed by the principal, the assistant principals, the instructional coaches, and the interview committee
- Required to present a demonstration lesson if considered a final candidate.
- References are required and are cross checked

6. Strategies to increase parental involvement through means such as family literacy services.

- Parents attend Back-to-School night in early September; they share information with teachers about their children and receive information about the teachers' expectations and instructional objectives. They are given information as to how they can contribute to their children's education.
- Parents have open access to classrooms and the teachers based on the school's policy of complete transparency
- Parents are mobilized to join the parent association and actively participate as volunteers for ad hoc functions such as chaperones on school trips
- Parents attend parent /teachers conferences in November 2009 and February 2010. They are informed of the dates through letters hand delivered by their children, postal mail, e-mails, and on the school's web-site: PS114x.wikispaces.com. Their collective attendance is analyzed and the data result is sent to them in a thank you letter.
- Parents attend the annual attendance awards ceremony for students with 100% attendance from September to February and from March to June; they are given "Certificates of Commendation" for sending their children to school regularly and punctually.
- Parents participate in extra-curricula activities such as Hispanic Heritage Celebration, Black History Month Celebration, student council campaign, poetry slam café, art exhibit extravaganza, mathematics showcase, etc.
- Parents participate in workshops: technology, mathematics, ELA, health and social services (organized by the parent coordinator),
- Parent involvement as members of the School Leadership Team
- Parents are proactive in the Parent Association

7 Plans for assisting pre-school children, in transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, adapt and adjust to local elementary school programs.

- Staff members: Administrator, Guidance counselor (K - 2), and teachers visit feeder pre-schools and share information about our school
- Parents complete a Kindergarten Readiness Indicators Checklist
- Prospective kindergarten students visit the school and are given guided tours of the building
- Parents participate in an open forum discussion about the school's policies and procedures, and programs
- Students are registered and admitted to the Kindergarten based on home language and LAB-R results

8 Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Administration, teachers, the instructional coaches, lead teachers, data coach, coordinator of ELL, and testing coordinator dialogue and decide on the academic assessments that are applicable grade-wide and school-wide, i.e. vertically and horizontally. In addition, teachers will specifically:

1. use the data to formulate class goals for teaching and learning in their classrooms both individually and collectively
2. meet weekly to decide on a universal grade value for student produced work
3. develop a rubric, in conjunction with students, to assess student work
4. refer students to the rubric as they work to perfect their end product
5. join with students to create a data tracking system of students' academic performances
6. articulate, vertically and horizontally, at monthly faculty conferences, for 20 minutes, about successful practices in their respective classes or on grade level
7. complete report on where we are in relation to performance indicators on October 31, 2009; January 31, 2010; March 31, 2010; May 31, 2010; and June 26, 2010:

Performance Indicator	Done	Not Done	Comment

- 9 Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Individual student's performance in each assessment is analyzed. The data is shared with the student, who formulates goals to improve in the areas of shortcomings. Student activities will include:

- o Engagement in meta-cognition: self-evaluation of their ability to complete tasks
- o Compare results against their meta-cognition
- o Create plan, with teacher in-put, on best approach to overcome shortcomings
- o Formulate personal goals
- o Self-monitor progress toward achieving goals
- o Fill-in data on performance indicator chart, posted in the classroom, as they master item skills

- 10 Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Existing programs at P.S. 114X are implemented according to state, federal, and city mandates. Among the programs are: the Core Curriculum; Pencil Partnership; Violence Prevention Program; Be-a-Buddy, Not a bully; and the School Nutrition Program.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Students are provided with textbooks, binders, and other materials and supplies during instruction

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Targeted students' schedules are designed and paired with assigned push-in Academic Intervention Service (AIS) teachers

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Students participate in After School (Monday and Tuesday from 3:00 to 5:00 P.M.), Saturday Academy (from 8:30 am to 12:30 pm)

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and

The Curriculum Team meets and designs curriculum and curriculum maps; each team member engages in monitoring the adaptation in instruction practices by pedagogue

- c. Minimize removing children from the regular classroom during regular school hours;

Push-in program is dominant through AIS.

4. Coordinate with and support the regular educational program;

AIS teachers are assigned to work with classroom teachers; they help instruct targeted students in ELA and Math.

5. Provide instruction by highly qualified teachers;

Lead teachers, instructional coaches, and administrators will conduct demonstration lessons with targeted students before individual and groups of teachers.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Please see pages 34 -35 # 4

7. Provide strategies to increase parental involvement; and

Please see page 37 # 6

8. Coordinate and integrate Federal, State and local services and programs.

Please see page 37 # 10

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: SINI-YR 2 (Restructuring) Focused **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

Please see Page 10

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Please see page 10

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$835 ,301; 10% of Title I allocation = \$84,000.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement:
 - Cambridge consultants for overall school improvement;
 - professional workshops; and

¹ School Under Registration Review (SURR)

- outside consultant, David Levine.

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

Teachers identified in need of support through their participation in the Teachers' Needs Survey will be provided high quality training by lead teachers, instructional coaches, administrators' feedback on formal and informal observations, and outside consultants. Teachers will receive assistance during a six-week cycle. They will identify their needs, work with coaches to plan lessons, look at demonstrations, evaluate demonstrations, conduct lessons, engage in self evaluation, perform inter-visitations, share with others at faculty conferences, and write and publish comprehensive report on their experiences for future mentees.

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

Parents will be notified by hand delivered letters through the students, postal mail, e-mail on the school's website (ps114x.wikispaces .com); letters and postings will be in English and Spanish.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school's curriculum team, based on its structure, processes and practices in planning, the ELA and NYSESLAT curriculum, was assigned to evaluate the relevance of the auditors' findings. The team produced a curriculum along with a curriculum map for grades K – 4. Both the curriculum and the curriculum map are aligned to the New York State Standards.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school

Applicable X Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers collaboratively plan for their ELL students at the grade level and across grade levels. ELL teachers and the Coordinator dialogue about the curriculum and integrate subjects to form a unified document school-wide. Curriculum maps tailored to ELL students are designed and used by the teachers. The curriculum is built around The New York State Standards for ELL. Teachers participate in inter-visitations to observe and co-teach. Teachers in the Third and Fourth Grades are provided with the ELA Test Sophistication Unit which follows a weekly pacing. K-2 teachers are provided with quarterly pacing calendars. Rigor is applied to align the NYS ESL Standards to the NYS ELA Standards.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school will analyze data from students' responses to short response questions (SRQ) and extended response questions (ERQ) in the Mathematics Baseline assessments: NYS Math Test, March 2009, Grades 3 and 4 respectively. Also, the Everyday Math program which incorporates process strands will be adapted and applied.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Students' answers to extended and short response questions in the NYS Math Test March 2009 Grades 3 and 4

Teachers' lesson plans and instructional practices show a direct application or incorporation of the process strands, especially problem solving.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The areas of the process strands in which students show weaknesses will be addressed through appropriate instructional strategies to bring about leveled mastery. Professional development on the inclusion of the process strands in math lessons as shown in Everyday Math; regular monitoring to ensure its application; teacher inter-visitation to observe and/or co-teach; collaborative dialogue at grade planning meetings. Teachers will be encouraged to use the research based education literature in the Library section of the newly established Resource Room for Teachers.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the

high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

The school will utilize informal and formal observations as well as Learning Walks to assess the relevance of that finding to the school’s educational program

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Observation reports, teachers’ lesson plans, resource materials, and Teachers’ Need Surveys reveal an inconsistent practice in guided reading and writing as well as in the use of differentiated instruction.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Professional Development around differentiation instruction, and setting S.M.A.R.T goals (both teachers’ and students’); Weekly grade planning meetings; modeling by Lead teachers and instructional coaches; inter-visitations by teachers; formal and informal observations by administrators with next steps recommendatons and follow-up; RTI workshops and implementation of strategies; reading and writing program for Special Education classes, school- wide. Referrals to teachers for them to use the literature in the Library section in the newly established Resource Room for Teachers (this is an on-going mini- professional development initiative).

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Mathematics program is aligned to technology in various units. There is on-going planning and review of units at each grade level.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The School Quality Review 2008 -2009 evidenced that math instruction was more creative and engaging; students created rubrics and used them to evaluate personal and fellow students' work; they also used math games to solve problems, Teachers receive professional development training in incorporating technology in their instruction practices. The school is a participant in the Bronx Technology Grant which promotes the integration of technology in the teaching/learning process.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school's organizational sheet for the past five years and the BEDS survey are used as the benchmarks to determine the relevance of this finding

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Please see page 7 above

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school identifies relevant professional development courses available to teachers and allows time for attendance. Where there is a cost, the school pays out of its budget.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Record of teachers' attendance as marked in the daily schedule; budget allocation and dispensation record; turn-key workshops conducted by attendees of outside professional development courses; implementation of and engaging in dialogue about learned/scholarly strategies to determine applicability to everyday instructional practice

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

On-going dialogue and monitoring of ELL performances and needs are conducted. Information is processed and acted upon immediately. That is, within a 24 hour period or less. Teachers, the ELL coordinator, the testing coordinator, and the administrative team meet monthly to dialogue and agree on approaches that are viable and useful in the instruction practices

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Data is constantly analyzed and used for instruction; intervention strategies are researched and adopted; teachers are grounded in differentiated instruction strategies at retreats, during grade planning meetings, and professional development workshops; parental support and assistance is prioritized, teachers share best practices and work collaboratively to improve student learning and individual teaching skills.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Every person: regular classroom teacher, AIS teacher, Cluster teacher, SETSS teacher, Guidance Counselors, who interacts with a child is provided with the IEP of that child. The entire body is "walked through" item-by-item in the IEP; and a full explanation is given to every concern expressed

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Preparation and distribution of binders with students' Individualized Education Plan (IEP) to each teacher by the end of October; professional development in the following areas: Wilson, Writing Quality IEP, and IEP modifications and accommodations, Looking at students' work, Data Analysis and Differentiated Instruction; Generation of IEP binder for each new student two weeks after admission; on-going monitoring of student's progress toward achieving listed needs in the IEP; Monthly consultation with parents about students' progress.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Guidance Counselors and the Testing Coordinator work together; they review the data on students with special needs during testing. Parents are guided in filling out 504 forms (GOALS and MODIFICATIONS). Online data bases (CAP, ATS, and SEC) are continually updated to reflect changes made at annual reviews, type 2's /3's and triennials as well as NYS Tests and Acuity Predictive tests; Parents are also invited to attend weekly scheduled meeting with the IST team: guidance counselors, the school psychologist, the social worker, the school nurse, the grade administrator, the classroom teacher, and the parent(s). Pain staking efforts are made to ensure that the parents understand the needs of their children. Interpreters are available for parents who are not proficient in English.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Weekly IST meetings based on teacher recommendations and team deliberations. Parents are contacted by the Guidance counselor with an invitation to meet with the team. The invitation is extended one week in advance. Deliberations and decisions are documented and acted upon. This is followed by on-going monitoring of students' progress in relation to the service(s) decided on and provided vis-à-vis IEP modifications, accommodations, and promotional criteria. If a change of course becomes necessary, then the entire IST meeting process is repeated.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
10 students are currently in Temporary Housing,
2. Please describe the services you are planning to provide to the STH population.
Support services before and after school which include: counseling, afterschool program, holiday academies.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.