



# **LUIS LLORENS CHILDREN'S ACADEMY**

**PS 114X**

**2010-2011**

## **SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: (09 X 114)**

**ADDRESS: 1155 CROMWELL AVENUE, BRONX, NY 10452**

**TELEPHONE: (718) 681-7507**

**FAX: (718) 681 – 7519)**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 09X114      **SCHOOL NAME:** LUIS LLORENS TORRES CHILDREN'S ACADEMY

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

**SCHOOL TELEPHONE:** 718) 681 - 7507      **FAX:** 718) 681 - 7519

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

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

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 09      **SSO NAME:** HOT 104

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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. Roxana Robinson        | Member/Teacher   |           |
| Ms. Allison Bristol        | Chairperson, SLT   |           |
| Mrs. Amparito Wah          | DC 37 Representative, if applicable<br>DC 37 Representative, if applicable |           |
| Ms. Maria Bethea Morena    | UFT Delegate   |           |
| Ms. Lakiesha George        | Member/Teacher   |           |
| Mr. Ari Handwerger         | Member/Teacher Volunteer   |           |
| Ms. Minerva Ramos          | Member/Teacher   |           |
| Ms. Justina Roberts        | Member/Teacher Volunteer   |           |
| Ms. Nickada Lampley        | CEC Member Parent  |           |
| Ms. Kelly Branch           | Parent Volunteer   |           |
| Ms. Monique Silva          | Parent   |           |

(Add rows, as needed, to ensure all SLT members are listed.)

\* 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.

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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 projected population to date is 867. Students attend from kindergarten to grade five. There are five (5) kindergarten classes, six (6) first grade classes, six (6) second grade classes, seven (7) third grade classes, seven (7) fourth grade classes, and six (6) fifth grade classes. This includes ten (10) 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 2, 4, and 5 respectively, and one self-contained Special Education (SE:12:1:1) class in grades 3, 2, and 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 grades four and five, 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 and with meaningful learning 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 focused 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 (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT |   |               |        |                          |
|---|---|---------------|--------|--------------------------|
| <b>School Name:</b>                             | LUIS LLORENS TORRES CHILDREN’S ACADEMY – PS 114 X |               |        |                          |
| <b>District:</b>                                | 09  | <b>DBN #:</b> | 09X114 | <b>School BEDS Code:</b> |

| DEMOGRAPHICS                                     |                            |                            |                             |   |                             |                                     |                            |                            |                            |
|--|----------------------------|----------------------------|-----------------------------|---|-----------------------------|-------------------------------------|----------------------------|----------------------------|----------------------------|
| <b>Grades Served in 2009-10:</b>                 | Pre-K                      | X K                        | X 1                         | X 2   | X 3                         | X 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 | x <input type="checkbox"/> Ungraded |                            |                            |                            |
| <b>Enrollment:</b>                               |                            |                            |                             | <b>Attendance: % of days students attended*</b>     |                             |                                     |                            |                            |                            |
| (As of October 31)                               | 2007-08                    | 2008-09                    | 2009-10                     | (As of June 30)                                     | 2007-08                     | 2008-09                             | 2009-10                    |                            |                            |
| Pre-K  | 0                          | 0                          | 0                           |   | 92.4                        | 93.2                                | 92%                        |                            |                            |
| Kindergarten                                     | 144                        | 136                        | 145                         |   |                             |                                     |                            |                            |                            |
| Grade 1  | 184                        | 148                        | 157                         | <b>Student Stability: % of Enrollment</b>           |                             |                                     |                            |                            |                            |
| Grade 2  | 169                        | 156                        | 151                         | (As of June 30)                                     | 2007-08                     | 2008-09                             | 2009-10                    |                            |                            |
| Grade 3  | 138                        | 135                        | 147                         |   | 86.8                        | 87.9                                | 95%                        |                            |                            |
| Grade 4  | 154                        | 135                        | 176                         |   |                             |                                     |                            |                            |                            |
| Grade 5  | NA                         | NA                         | NA                          | <b>Poverty Rate: % of Enrollment</b>                |                             |                                     |                            |                            |                            |
| Grade 6  |                            |                            |                             | (As of October 31)                                  | 2007-08                     | 2008-09                             | 2009-10                    |                            |                            |
| Grade 7  |                            |                            |                             |   | 91.0                        | 90.6                                | 100%                       |                            |                            |
| Grade 8  |                            |                            |                             |   |                             |                                     |                            |                            |                            |
| Grade 9  |                            |                            |                             | <b>Students in Temporary Housing: Total Number</b>  |                             |                                     |                            |                            |                            |
| Grade 10   |                            |                            |                             | (As of June 30)                                     | 2007-08                     | 2008-09                             | 2009-10                    |                            |                            |
| Grade 11   |                            |                            |                             |   |                             |                                     | 60                         |                            |                            |
| Grade 12   |                            |                            |                             |   |                             |                                     |                            |                            |                            |
| Ungraded   | 5                          | 0                          | 1                           | <b>Recent Immigrants: Total Number</b>              |                             |                                     |                            |                            |                            |
|  |                            |                            |                             | (As of October 31)                                  | 2007-08                     | 2008-09                             | 2009-10                    |                            |                            |
| Total  | 764                        | 753                        | 777                         |   | 17                          | 60                                  | 41                         |                            |                            |
| <b>Special Education Enrollment:</b>             |                            |                            |                             | <b>Suspensions: (OSYD Reporting) – Total Number</b> |                             |                                     |                            |                            |                            |
| (As of October 31)                               | 2007-08                    | 2008-09                    | 2009-10                     | (As of June 30)                                     | 2007-08                     | 2008-09                             | 2009-10                    |                            |                            |
| Number in Self-Contained Classes                 | 24                         | 25                         | 36                          |   |                             |                                     |                            |                            |                            |
| No. in Collaborative Team Teaching (CTT) Classes | 24                         | 19                         | 35                          | Principal Suspensions                               | 0                           | 1                                   | 0                          |                            |                            |

| <b>DEMOGRAPHICS</b>   |    |    |    |  |         |         |         |
|---|----|----|----|--|---------|---------|---------|
| Number all others   | 40 | 52 | 61 | Superintendent Suspensions                             | 8       | 1       | 4       |
| <i>These students are included in the enrollment information above.</i>                               |    |    |    |  |         |         |         |
| <b>English Language Learners (ELL) Enrollment:</b>  |    |    |    | <b>Special High School Programs: Total Number</b>      |         |         |         |
| (BESIS Survey)  |    |    |    | (As of October 31)                                     |         |         |         |
| (As of October 31)  |    |    |    | 2007-08  | 2008-09 | 2009-10 |         |
| # in Trans. Bilingual Classes   |    |    |    | 191  | 200     | 217     |         |
| # in Dual Lang. Programs  |    |    |    | 0  | 0       | 0       |         |
| # receiving ESL services only   |    |    |    | 135  | 102     | 96      |         |
| # ELLs with IEPs  |    |    |    | 0  | 4       | 50      |         |
| <i>These students are included in the General and Special Education enrollment information above.</i> |    |    |    | <b>Number of Staff: Includes all full-time staff</b>   |         |         |         |
|   |    |    |    | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   |    |    |    | Number of Teachers                                     |         |         |         |
|   |    |    |    |  | 68      | 62      | 63      |
|   |    |    |    | Number of Administrators and Other Professionals       |         |         |         |
|   |    |    |    |  | 14      | 14      | 8       |
| <b>Overage Students: # entering students overage for grade</b>  |    |    |    | Number of Educational Paraprofessionals                |         |         |         |
| (As of October 31)  |    |    |    | 2007-08  | 2008-09 | 2009-10 |         |
|   |    |    |    | 0  | 0       | 115     |         |
|   |    |    |    | <b>Teacher Qualifications:</b>                         |         |         |         |
| <b>Ethnicity and Gender: % of Enrollment</b>  |    |    |    | (As of October 31)                                     |         |         |         |
| (As of October 31)  |    |    |    | 2007-08  | 2008-09 | 2009-10 |         |
|   |    |    |    | % fully licensed & permanently assigned to this school |         |         |         |
|   |    |    |    |  | 98.5    | 100.0   | 100     |
| American Indian or Alaska Native  |    |    |    | 0.9  | 0.7     | 0.3     |         |
| Black or African American   |    |    |    | 21.4   | 19.4    | 18      |         |
| Hispanic or Latino  |    |    |    | 74.3   | 76.5    | 75.9    |         |
| Asian or Native Hawaiian/Other Pacific Isl.   |    |    |    | 2.9  | 2.4     | 3.4     |         |
| White   |    |    |    | 0.5  | 1.1     | .7      |         |
| Multi-racial  |    |    |    | n/a  | n/a     | .1      |         |
| <b>NO DATA</b>  |    |    |    | n/a  | n/a     | 1.4     |         |
| <b>Male</b>   |    |    |    | 51.6   | 51.4    | 53.2    |         |
| <b>Female</b>   |    |    |    | 48.4   | 48.6    | 46.8    |         |

| <b>2009-10 TITLE I STATUS</b>   |           |  |           |                                      |
|---|-----------|--|-----------|--------------------------------------|
| <input checked="" type="checkbox"/> Title I School wide 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 2006-07 | x 2007-08  | x 2008-09 | x 2009-10                            |

| <b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>   |   |
|---|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |   |

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

| <u>Differentiated Accountability Phase (Check ✓)</u> | <u>Category (Check ✓)</u> |         |               |
|--|---------------------------|---------|---------------|
|  | Basic                     | Focused | Comprehensive |
| In Good Standing (IGS)                               |                           |         |               |
| Improvement (year 1)                                 |                           |         |               |
| Improvement (year 2)                                 |                           |         |               |
| Corrective Action (year 1)                           |                           |         |               |
| Corrective Action (year 2)                           |                           |         |               |
| Restructuring (year 1)                               |                           |         |               |
| Restructuring (year 2)                               |                           | X       |               |
| Restructuring (Advanced)                             |                           |         |               |

| <b>Individual Subject/Area Outcomes</b> | <b>Elementary/Middle Level (✓)</b> |   | <b>Secondary Level (✓)</b> |  |
|---|------------------------------------|---|----------------------------|--|
|   | ELA:                               | x | ELA:                       |  |
|   | Math:                              | v | Math:                      |  |
|   | Science:                           | v | Grad. Rate:                |  |

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

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

**Key: AYP Status**

|                 |                                   |   |   |    |   |
|-----------------|-----------------------------------|---|---|----|---|
| √               | Made AYP                          | X | Did Not Make AYP  | X* | Did Not Make AYP Due to Participation Rate Only |
| √ <sup>SH</sup> | 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.*  
 \*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 \*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

| <b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>                                       |      |  |   |
|--|------|--|---|
| <b>Progress Report Results – 2008-09</b>   |      | <b>Quality Review Results – 2008-09</b>                    |   |
| <b>Overall Letter Grade</b>  | A    | <b>Overall Evaluation:</b>                                 | V |
| <b>Overall Score</b>   | 80.8 | <b>Quality Statement Scores:</b>                           |   |
| <b>Category Scores:</b>  |      | Quality Statement 1: Gather Data                           | V |
| School Environment<br>(Comprises 15% of the Overall Score)                         | 9.7  | Quality Statement 2: Plan and Set Goals                    | V |
| School Performance<br>(Comprises 25% of the Overall Score)                         | 15.2 | Quality Statement 3: Align Instructional Strategy to Goals | V |
| Student Progress<br>(Comprises 60% of the Overall Score)                           | 52.9 | Quality Statement 4: Align Capacity Building to Goals      | V |
| Additional Credit  | 3    | Quality Statement 5: Monitor and Revise                    | V |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> |      |  |   |

## 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/Teacher 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 your school’s 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 5 (the 2009 – 2010 grade 4) 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        | 2010 | 129      | 1       | 51      | 44      | 4       |
| SUB-GROUP  | YEAR | # TESTED | LEVEL 4 | LEVEL 3 | LEVEL 2 | LEVEL 1 |
| ELL        | 2010 | 45       | 0       | 33      | 62      | 4       |
| SUB-GROUP  | YEAR | # TESTED | LEVEL 4 | LEVEL 3 | LEVEL 2 | LEVEL 1 |
| SPEC. ED   | 2010 | 15       | 0.0     | 20      | 73      | 7       |
| SUB-GROUP  | YEAR | # TESTED | LEVEL 4 | LEVEL 3 | LEVEL 2 | LEVEL 1 |
| ENG. PROF. | 2010 | 114      | 1       | 55      | 40      | 4       |

| SUBJECT    | YEAR | # TESTED | LEVEL 4 | LEVEL 3 | LEVEL 2 | LEVEL 1 |
|------------|------|----------|---------|---------|---------|---------|
| MATH       | 2010 | 132      | 27      | 58      | 12      | 3       |
| SUB-GROUP  | YEAR | # TESTED | LEVEL 4 | LEVEL 3 | LEVEL 2 | LEVEL 1 |
| ELL        | 2010 | 50       | 14      | 60      | 20      | 6       |
| SUB- GROUP | YEAR | # TESTED | LEVEL 4 | LEVEL 3 | LEVEL 2 | LEVEL 1 |
| SPEC. ED   | 2010 | 14       | 0.0     | 79      | 14      | 7       |
| SUBJECT    | YEAR | # TESTED | LEVEL 4 | LEVEL 3 | LEVEL 2 | LEVEL 1 |
| ENG. PROF. | 2010 | 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.

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.114X's Comprehensive Education Plan 2010-2011 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, turn-key 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 and Math, ACUITY predictive tests, the Teachers' College Reading and Writing Assessments (TCRWA), Teachers' formative assessments, and State and End Unit Summative assessments. In addition, assessments based on supplemental programs are utilized; these include Math Up, Sensory Math, Singapore Math, Reading Street, Reading Comprehension, Achieve 3000, Imagine Learning,
- Reading strategies, such as Reader's workshop, 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.
- Teachers who provide Academic Intervention Services (AIS) focus on targeted students in the third, fourth, and fifth 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 to evaluate students' work. A later review for its usefulness as a best practice is deliberated; and if it determined to be helpful, it is adopted and utilized.
- 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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### Goal 1

The percent performance average of 4th and 5<sup>th</sup> students in the Standardized Math and ELA Tests 2011 will increase to 35% and 49% respectively.

-Third grade students will perform at level 3 or higher in the Standardized Math and ELA Tests 2011.

### Goal 2

By the end of 2010-11 school year, all teachers at PS 114 X will have used at least three (3) DOE authorized school-wide data collection systems to inform their instruction, develop periodic assessments, and monitor students' progress.

### Goal 3

The average attendance for the 2010-2011 School- year will increase to 93.9%.

### Goal 4

The percentage average performance of 4th and 5th grade ELL students will increase to 60% on the Standardized ELA 2011

The percentage average performance of 3rd grade ELL students performing at a level 3 and above will increase from 12% to 15% on the Standardized ELA test based on the 2009-2010 official NYS ELA test results

### Goal 5

To raise the instructional standards and quality of teaching and learning through structured and practical professional development

**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 2010-11 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, PLA, 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.*

|   |   |
|---|---|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>Goal 1<br/>To meet 2011 AYPs in Math and ELA, the percent performance average of 4th and 5<sup>th</sup> students in the Standardized Math and ELA Tests 2011 will have to increase to 35% and 49% respectively.</p> <p>-Third grade students will have to perform at level 3 or higher in the Standardized Math and ELA Tests 2011.</p>  |
| <p><b>Action Plan</b><br/>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"> <li>• Identification of students performing at levels 1 and 2 – a total of: 196 students.</li> <li>• Based on results of test items analysis, identification of underperformed ELA standards and indicators.</li> <li>• Use SWOT analysis to prioritize areas of underperformance in ELA and Math (standards and indicators)</li> <li>• Create task force of 10 to 15 highly skilled teachers to identify and develop strategies to help identify underperformed students.</li> <li>• Assign 10 to 14 identified underperforming to each teacher.</li> <li>• Interventions in ELA and Math will take place in small groups of 5 students.</li> <li>• Teachers will set annual learning goal in ELA and Math</li> <li>• Students take practice test and use “Student’s Progress Checklist” to record performance</li> <li>• Teachers create and provide opportunities for students’ self-assessment on an on-going basis</li> <li>• Teachers and students build folders of program progress</li> <li>• Teachers complete a monthly survey on program progress</li> <li>• Teachers discuss, during grade conference and meetings, strategies to fulfill area(s) of shortcoming based on analysis by coaches and lead teachers</li> <li>• Teachers meet with coaches and lead teachers, voluntarily and independently, to discuss status toward completing program in a timely fashion</li> <li>• Teachers coordinate and collaborate, through grade planning sessions, their efforts to synchronize approaches to complete the mathematics curriculum.</li> </ul> |

|  | <ul style="list-style-type: none"> <li>Teacher administers various assessments: baseline, predictive (Acuity), end of unit tests, weekly tests, midline tests, end line tests, and teacher made tests, etc.</li> </ul>  |            |          |            |          |        |          |  |  |  |  |  |  |
|--|---|------------|----------|------------|----------|--------|----------|--|--|--|--|--|--|
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <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><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                           | <ol style="list-style-type: none"> <li>Complete teacher program progress survey analysis at the end of September</li> <li>Grade conference to discuss the result of the analysis</li> <li>Public display of student achievement and progress checklists by grade and class</li> <li>Lead teachers and coaches conduct workshop on balanced assessment</li> <li>Teachers' collated data binders on students' progress</li> <li>Students' independent progress binders</li> <li>Need assessment survey conducted among teachers by lead teachers and coaches</li> <li>Grade planning session reports in the following format:</li> </ol> <table border="1" data-bbox="739 841 1927 935"> <thead> <tr> <th>WEEK</th> <th>DATE</th> <th>MAIN FOCUS</th> <th>DECISION</th> <th>ACTION</th> <th>EVIDENCE</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | WEEK       | DATE     | MAIN FOCUS | DECISION | ACTION | EVIDENCE |  |  |  |  |  |  |
| WEEK   | DATE  | MAIN FOCUS | DECISION | ACTION     | EVIDENCE |        |          |  |  |  |  |  |  |
|  |   |            |          |            |          |        |          |  |  |  |  |  |  |
| <p><b>Annual Goal</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>   | <p>Goal 2</p> <p>By the end of 2010-11 school year, all teachers at PS 114 X will have used at least three DOE authorized school-wide data collection systems to inform their instruction, develop periodic assessments, and monitor students' progress.</p>  |            |          |            |          |        |          |  |  |  |  |  |  |

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| <p><b>Action Plan</b><br/> <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"> <li>• Three data repositories will be introduced to teachers: ARIS, ACUITY, and Teachers College.</li> <li>• Teachers will be trained to access and use these data repositories.</li> <li>• Data on student performance will be retrieved and given to teachers to drive their instruction.</li> <li>• Monitoring the use of data to drive instruction will take place through an examination of Teachers Assessment Binders (TAB).</li> <li>• Continuous feedback on use of data will take place at all levels.</li> <li>• Identification of students using 2009-2010 ELA and MATH results by retrieving NYStart data source.</li> <li>• Using data to create 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.</li> <li>• On-going progress assessment in reading and writing (September '10 – June '11), RSA (September '10 to June '11), Progress check (September '10 to June '11), Baseline test (September '10), Midline test (January, 2011), End-line test (June 2011), Acuity Predictive Tests (October '10 to May '11).</li> <li>• Students' self-assessment data chart with a focus to improve continuously (goal setting and revising)</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <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><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>  | <ul style="list-style-type: none"> <li>• Student checklists with data and attainment of individual goals.</li> <li>• Progress analysis chart on each student</li> <li>• Each student has a self-assessment competency profile</li> <li>• Student folders/portfolios</li> <li>• Parent participation in the learning process through visits, and workshops: hands-on training sessions to familiarize parents with student test requirements</li> <li>• Teacher contact by phone, letters/notes, and e-mail to inform parents about students' progress</li> </ul>  |
| <p><b>Annual Goal</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>Goal 3<br/> The average attendance for the 2010-2011 School- year will increase to 93.9%.</p>  |

| <p><b>Action Plan</b><br/> <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"> <li>• Daily recording of attendance by attendance personnel and teachers.</li> <li>• Identification of students with high rates of absence.</li> <li>• Carry out regular meetings with students to deal with attendance related issues.</li> <li>• Work with parents to develop strategies to deal with student with chronic lateness and absence issues.</li> <li>• Develop and carry out an integrated student attendance program <ul style="list-style-type: none"> <li>○ Daily acknowledgement over the intercom of class/classes with 100% attendance.</li> <li>○ Tangible reward for class/classes with 100% attendance for an entire week.</li> <li>○ Monthly public display of names of students with 100% attendance.</li> <li>○ Student of the month sashes (for each grade) worn by students with 100% attendance.</li> <li>○ Award ceremony and breakfast twice per year, for students with perfect (100%) attendance for the periods: September to February and March to May respectively.</li> <li>○ <u>Certificate of Commendation</u> issued to parents at Award ceremony.</li> <li>○ All expense paid incentive trips for students with 100% attendance from September 2010 to May 2011; parent invited to accompany as chaperones.</li> <li>○ Public display of monthly statistical data: graphs showing attendance by class, by grade, and whole school.</li> <li>○ 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.</li> <li>○ Provision of work folders to students who are homebound for extended periods.</li> </ul> </li> </ul> |                     |                          |                     |                          |                     |                    |                   |  |  |  |  |  |  |  |
|---|--|---------------------|--------------------------|---------------------|--------------------------|---------------------|--------------------|-------------------|--|--|--|--|--|--|--|
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <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><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>  | <ul style="list-style-type: none"> <li>• Secured hard copies of student attendance from the Attendance Office for review and discussion.</li> <li>• Teacher record of attendance via monthly Working class lists compared with attendance office record.</li> <li>• Visible chart of physical daily count of student in attendance in each class.</li> <li>• Physical postings of attendance in and around building.</li> <li>• Posting of attendance information in lobby area using graphs,</li> <li>• Record of actions taken to contact parents of absentee students</li> <li>• Teacher record of communiqué with parents of students with long term absence:</li> </ul> <table border="1" data-bbox="842 1222 1969 1373"> <thead> <tr> <th>Date</th> <th>Subject Assignments</th> <th>Signature of parent</th> <th>Date assignment returned</th> <th>Teachers' signature</th> <th>Teachers' comments</th> <th>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 |  |  |  |  |  |  |  |
| Date  | Subject Assignments  | Signature of parent | Date assignment returned | Teachers' signature | Teachers' comments       | Follow-up actions   |                    |                   |  |  |  |  |  |  |  |
|   |  |                     |                          |                     |                          |                     |                    |                   |  |  |  |  |  |  |  |

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>Goal 4<br/>The percentage average performance of 4th and 5th grade ELL students will increase to 60% on the Standardized ELA 2011</p> <p>The percentage average performance of 3rd grade ELL students performing at a level 3 and above will increase from 12% to 15% on the Standardized ELA test based on the 2009-2010 official NYS ELA test results</p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> <li>• Identification of ELL students using 2009-2010 ELA and MATH results by reviewing ARIS data</li> <li>• Identification of ELL students performing at levels 1 and 2 – a total of 98 students.</li> <li>• Based on results of test items analysis, identification of underperformed ELA standards and indicators.</li> <li>• Use SWOT analysis to prioritize areas of underperformance in ELA and Math (standards and indicators)</li> <li>• Create task force of 8 to 10 highly skilled teachers to identify and develop strategies to help identify underperformed students.</li> <li>• Assign 9 to 10 identified underperforming to each teacher.</li> <li>• Interventions in ELA and Math will take place in small groups of 5 students.</li> <li>• Teachers will set annual learning goal in ELA and Math</li> <li>• Identification of other areas of learning needs with the involvement of the ELL student population.</li> <li>• 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.</li> <li>• On-going progress assessment in reading and writing (September '10 – June '11), RSA (September '10 to June '11) Progress check (September '10 to June '11), Baseline test (September '10), Midline test (January 2011), End-line test (June 2011), Acuity Predictive Tests (October '10 to May '11).</li> <li>• Students' self-assessment data chart with a focus on persistent and consistent improvement</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>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, and Holiday Test Preps, and for purchasing instructional supplies and materials</p>  |

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| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> <li>• Student checklists with data information</li> <li>• Progress analysis chart on each student</li> <li>• Each student has a self-assessment competency profile</li> <li>• Student folders/ portfolios</li> <li>• Parent participation in the learning process through visits, and workshops: hands-on training sessions to familiarize parents with student test requirements</li> <li>• Teacher contact by phone, letters/notes, and e-mail to inform parents about students' progress</li> </ul> |
|--|---|

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| <p><b>Annual Goal</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>Goal 5<br/>         To raise the instructional standards and quality of teaching and learning through structured and practical professional development</p>   |
| <p><b>Action Plan</b><br/> <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"> <li>• Use feedback from School Report Card, School Survey, and Quality Review documents and other sources to determine the levels of instructional quality that are expected from the school.</li> <li>• Set instructional quality goals through the school leadership council.</li> <li>• Share instructional quality goals with all staff members, students and parents.</li> <li>• Disseminate instructional goals throughout the school.</li> <li>• Monitor instrumentality of instructional goals through classroom visits.</li> <li>• 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</li> <li>• Work with Pencil Partner Consultant to develop program to establish fund raising programs and closer links with parents and the community</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          | <p>C4E allocations used for funding.</p>   |

**Indicators of Interim Progress and/or Accomplishment**

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

- 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 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

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

**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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     |                                |                                | N/A                            | N/A                            | 7  |   |                                    |                                       |
| 1     |                                |                                | N/A                            | N/A                            | 5  |   |                                    |                                       |
| 2     |                                |                                | N/A                            | N/A                            | 10   |   |                                    |                                       |
| 3     |                                |                                | N/A                            | N/A                            | 16   |   |                                    |                                       |
| 4     |                                |                                | N/A                            | N/A                            | 15   |   |                                    |                                       |
| 5     |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| 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 – 2 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 3 – 5 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

**Part B. Description of Academic Intervention Services**

|  |   |
|--|---|
| Name of Academic Intervention Services (AIS)                 | <b>Description:</b> Provide a brief description of <b>each</b> 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.).  |
| <b>ELA:</b>  | 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 2010 to June 2011; After School from 3:10 – 5:10 P.M. on Tuesdays and Wednesdays form September 2010 to May 2011. Supplementary Education Service (SES) by SCAN New York, a Community Based Organization (CBO), on Thursdays and Fridays from November 2010 to June 2011.   |
| <b>Mathematics:</b>  | 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 2010 to May 2011. Supplementary Education Service (SES) by SCAN New York, a Community Based Organization (CBO), on Thursdays and Fridays from November 2010 to June 2011.   |
| <b>Science:</b>  | Not Applicable  |
| <b>Social Studies:</b>                                       | Not Applicable  |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | 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. |
| <b>At-risk Services Provided by the School Psychologist:</b> | 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.  |
| <b>At-risk Services Provided by the Social Worker:</b>       | 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.   |
| <b>At-risk Health-related Services:</b>                      | Not Applicable  |

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- X There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

**Grade Level(s):** K Thru 5    **Number of Students to be served:** 280 LEP \_\_\_\_\_ Non-LEP

**Number of Teachers:** 5    **Other Staff (Specify):** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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**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, a certified 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.

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 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.

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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

**Section III. Title III Budget**

**School: PS114X**

**BEDS Code: 32000900011**

| <b>Allocation Amount:</b>  |                        |   |
|--|------------------------|---|
| <b>Budget Category</b>   | <b>Budgeted Amount</b> | <b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>  |
| Professional staff, per session, per diem (Note: schools must account for fringe benefits) | \$41,409.00            | 126 hours of per session for ESL teachers to support ELL students in the After School program from 3:10 – 5:10 P.M. on Tuesdays and Wednesdays from September 2010 to May 2011. <ul style="list-style-type: none"> <li>Per session: 126 hours x 5 Teachers x \$49.89 = \$ <b>31,430.70</b></li> </ul> A total of 27 hours of per session for ESL teachers to support ELL students in the Holiday Test Prep, Mid- Winter Recess Break and Spring Academy. Each session consists of<br>(9 Hours x 2 teachers x \$49.89). <ul style="list-style-type: none"> <li>Per Session: 9 hours x 2 Teachers x \$49.89 = <b>\$898.02</b> (Holiday Test Prep)</li> <li>Per Session: 9 hours x 2 Teachers x \$49.89 = <b>\$898.02</b> (Mid-Winter Recess Break)</li> <li>Per Session: 9 hours x 2 Teachers x \$49.89 = <b>\$898.02</b> (Spring Academy)</li> <li></li> </ul> |
| Purchased services such as curriculum and staff development contracts                      |                        | A total of eight sessions for staff development presenter <ul style="list-style-type: none"> <li>Per session: 16 hours x 1 presenter x \$49.89 = <b>\$798.24</b></li> <li>Study group of 5 teachers x 2 hours x 13 sessions x \$49.89 = <b>\$6,486</b></li> </ul>   |
| Supplies and Materials   | \$6, 227.00            | 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.  |
| Other (Parent Involvement)   | \$264.00               | Parent involvement: Refreshment for parent’s parent/teacher conferences, Honor roll award ceremony (2x annually), Annual Attendance Award ceremony (2x per year), 2 <sup>nd</sup> Cup of Coffee Sessions (2x per year), NYS ELA and Math informational meetings   |
|  |                        |   |
|  |                        |   |
| <b>TOTAL</b>   | <b>\$47, 900</b>       |   |

## **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**

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

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](http://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**

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

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, Family Worker, 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 Basic | Title I ARRA | Total       |
|---|---------------|--------------|-------------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:  | \$1,037,781   | \$218,835    | \$1,256,616 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   | \$10,378      | \$2,188      | \$12,566    |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$51,889      | *            |             |
| 4. Enter the anticipated 10% set-aside for Professional Development:  | \$103,778     | *            |             |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information r

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. Parents are encouraged to be actively involved in their child's education at school;

3. 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. Parents carry 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 (SLT) will participate in the Quality 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 2010-2011

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 workshops
- Bi-monthly workshops on social, health, legal, and relevant 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 to 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.

**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**

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**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 2010-2011

**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.

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

- September 21, 22, & 23, 2010 – Open School Night
- November 9, 2010– Parent/Teacher Conference
- March 18 & 19, 2011– Parent/Teacher Conference

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

- January 31, 2011 – Progress Report
- February 1, 2011– Failure Notices

- February 8 – 12, 2011– Parent/Teacher Meetings

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

- September 9, 2010 – Open School Night
- February 8 – 12, 2011 – 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, 2010
- Parents’ Day – November 15, 2010
- Classroom Visitation Week – May 15 – 19, 2011

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"> <li>- Name of show:</li> <li>- Main Characters:</li> <li>- Type of Conflict: Self, Others, Society, Nature.</li> <li>The Unknown</li> <li>- Description:</li> <li>- Resolution:</li> <li>- Student’s Thoughts:</li> </ul> |                  |

- 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

### Section I: Schoolwide Program (SWP) Required Components

**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:
  - o Increase the quantity and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o 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 HOT 104 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 HOT 104 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, 4, and 5
- 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 include the following:

- 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.

- a. 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.
- b. Parents have open access to classrooms and the teachers based on the school's policy of complete transparency
- c. Parents are mobilized to join the parent association and actively participate as volunteers for ad hoc functions such as chaperones on school trips
- d. Parents attend parent /teachers conferences in November 2010 and February 2011. They are informed of the dates through letters hand delivered by their children, postal mail, e-mails, on the school's web-site: [PS114x.wikispaces.com](http://PS114x.wikispaces.com) and information on digital notice boards posted on the back and front of the building. Their collective attendance is analyzed and the data result is sent to them in a thank you letter.
- e. Parents attend the Annual Attendance Awards Ceremonies for students with 100% attendance from September to February and from March to June; the parents are given Certificates of Commendation for sending their children to school regularly and punctually.
- f. Parents participate in extra-curricula activities such as Hispanic Heritage Celebration, Black History Month Celebration, Student Council Election campaign, Poetry Slam Café art exhibit extravaganza, mathematics showcase, etc.
- g. Parents participate in workshops: technology, mathematics, ELA, health and social services (organized by the parent coordinator).
- h. Parent involvement as members of the School Leadership Team.
- i. 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.

- i. Staff members including Administrator, Guidance counselor (K - 2), and teachers visit feeder pre-schools and share information about our school.
- ii. Parents complete a Kindergarten Readiness Indicators Checklist.
- iii. Prospective kindergarten students visit the school and are given guided tours of the building.
- iv. Parents participate in an open forum discussion about the school's policies and procedures, and programs.
- v. 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; and
7. complete report on where we are in relation to performance indicators on October 31, 2010; January 31, 2011; March 31, 2011; May 31, 2011; and June 29, 2011:

| 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:

- Engagement in meta-cognition: self-evaluation of their ability to complete tasks.
- Compare results against their meta-cognition.
- Create plan, with teacher in-put, on best approach to overcome shortcomings.
- Formulate personal goals.
- Self-monitor progress toward achieving goals.
- 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.

Programs at P.S. 114X are implemented according to state, federal, and city mandates. These include: 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 supplies needed for active participation 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 3:10 to 5:10 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, CORRECTIVE ACTION, OR RESTRUCTURING**

*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      **SURR<sup>1</sup> 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: 2010-11 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
- Outside consultant,

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 with 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.

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School Under Registration Review (SURR)

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, and information posted 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.

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

## **APPENDIX 7: 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>

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### **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.)  
25 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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |   |             |        |               |  |              |
|---------------------|---|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | P.S. X114 - Luis Llorens Torres Schools |             |        |               |  |              |
| <b>District:</b>    | 9                                       | <b>DBN:</b> | 09X114 | <b>School</b> |  | 320900010114 |

**DEMOGRAPHICS**

|                |       |   |   |   |    |  |          |  |
|----------------|-------|---|---|---|----|--|----------|--|
| Grades Served: | Pre-K |   | 3 | v | 7  |  | 11       |  |
|                | K     | v | 4 | v | 8  |  | 12       |  |
|                | 1     | v | 5 | v | 9  |  | Ungraded |  |
|                | 2     | v | 6 |   | 10 |  |          |  |

| <b>Enrollment</b>         |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Pre-K                     | 0       | 0       | 0       |  | 92.4    | 93.2    | 91.9    |
| Kindergarten              | 136     | 142     | 112     |  |         |         |         |
| Grade 1                   | 148     | 155     | 157     | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 2                   | 156     | 150     | 143     | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 3                   | 178     | 138     | 139     |  | 86.8    | 87.9    | 84.3    |
| Grade 4                   | 135     | 184     | 147     |  |         |         |         |
| Grade 5                   | 0       | 0       | 168     | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 6                   | 0       | 0       | 0       | <i>(As of October 31)</i>                            | 2008-09 | 2009-10 | 2010-11 |
| Grade 7                   | 0       | 0       | 0       |  | 91.0    | 95.6    | 95.6    |
| Grade 8                   | 0       | 0       | 0       |  |         |         |         |
| Grade 9                   | 0       | 0       | 0       | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 10                  | 0       | 0       | 0       | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 11                  | 0       | 0       | 0       |  | 17      | 60      | 85      |
| Grade 12                  | 0       | 0       | 0       |  |         |         |         |
| Ungraded                  | 0       | 4       | 0       | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
| Total                     | 753     | 773     | 866     | <i>(As of October 31)</i>                            | 2007-08 | 2008-09 | 2009-10 |
|                           |         |         |         |  | 19      | 31      | 46      |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i>                      | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 25      | 36      | 45      | Principal Suspensions                               | 0       | 1       | 1       |
| # in Collaborative Team Teaching (CTT) Classes | 19      | 35      | 47      | Superintendent Suspensions                          | 8       | 1       | 3       |
| Number all others                              | 52      | 43      | 49      |   |         |         |         |

*These students are included in the enrollment information above.*

| <b>Special High School Programs - Total Number:</b> |         |         |         |
|---|---------|---------|---------|
| <i>(As of October 31)</i>                           | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants                            | 0       | 0       | 0       |
| Early College HS Program Participants               | 0       | 0       | 0       |

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i>   | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 200     | 215     | TBD     | Number of Teachers                                     | 68      | 62      | 66      |
| # in Dual Lang. Programs  | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 14      | 14      | 8       |
| # receiving ESL services only                                     | 102     | 96      | TBD     |  |         |         |         |
| # ELLs with IEPs  | 4       | 38      | TBD     | Number of Educational Paraprofessionals                | 3       | 3       | 8       |

*These students are included in the General and Special Education enrollment information above.*

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 0       | 0       | 0       | % fully licensed & permanently assigned to this school | 98.5    | 100.0   | 96.9    |
|   |         |         |         | % more than 2 years teaching in this school            | 72.1    | 83.9    | 86.4    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 38.2    | 41.9    | 66.7    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 87.0    | 87.0    | 86.4    |
| American Indian or Alaska Native                  | 0.7     | 0.5     | 0.6     | % core classes taught by "highly qualified" teachers   | 98.2    | 98.0    | 95.2    |
| Black or African American                         | 19.4    | 17.7    | 17.8    |  |         |         |         |
| Hispanic or Latino                                | 76.5    | 76.2    | 77.8    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 2.4     | 3.1     | 2.8     |  |         |         |         |
| White   | 1.1     | 0.8     | 0.7     |  |         |         |         |
| <b>Male</b>                                       | 51.4    | 52.0    | 53.6    |  |         |         |         |
| <b>Female</b>                                     | 48.6    | 48.0    | 46.4    |  |         |         |         |

#### 2009-10 TITLE I STATUS

|                  |           |  |  |         |         |         |         |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v                | Title I   |  |  |         |         |         |         |
|                  | Title I   |  |  |         |         |         |         |
|                  | Non-Title |  |  |         |         |         |         |
| Years the School |           |  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|                  |           |  |  | v       | v       | v       | v       |

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

|  | Phase                         |  |  | Category |         |               |
|--|-------------------------------|--|--|----------|---------|---------------|
|  | In Good                       |  |  | Basic    | Focused | Comprehensive |
|  | Improvement Year 1            |  |  |          |         |               |
|  | Improvement Year 2            |  |  |          |         |               |
|  | Corrective Action (CA) – Year |  |  |          |         |               |
|  | Corrective Action (CA) – Year |  |  |          |         |               |
|  | Restructuring Year 1          |  |  |          |         |               |
|  | Restructuring Year 2          |  |  |          | v       |               |
|  | Restructuring Advanced        |  |  |          |         |               |

#### Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> |   | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA:                           | X | ELA:                   |
| Math:                          | v | Math:                  |
| Science:                       | v | Graduation Rate:       |

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

|                       | <u>Elementary/Middle Level</u> |      |         | <u>Secondary Level</u> |      |             |                 |
|-----------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| <b>Student Groups</b> | ELA                            | Math | Science | ELA                    | Math | Grad Rate** | Progress Target |
| <b>All Students</b>   | v                              | v    | v       |                        |      |             |                 |
| <b>Ethnicity</b>      |                                |      |         |                        |      |             |                 |

|   |          |          |          |  |  |  |
|---|----------|----------|----------|--|--|--|
| American Indian or Alaska Native                | -        | -        | -        |  |  |  |
| Black or African American                       | v        | v        | -        |  |  |  |
| Hispanic or Latino                              | vsh      | v        |          |  |  |  |
| Asian or Native Hawaiian/Other Pacific Islander | -        | -        | -        |  |  |  |
| White   | -        | -        | -        |  |  |  |
| Multiracial                                     |          |          |          |  |  |  |
| Students with Disabilities                      | X        | v        | -        |  |  |  |
| Limited English Proficient                      | X        | v        |          |  |  |  |
| Economically Disadvantaged                      | v        | v        |          |  |  |  |
| <b>Student groups making</b>                    | <b>4</b> | <b>6</b> | <b>1</b> |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |  |    |
|--|------|--|--|--|--|----|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |  |    |
| <b>Overall Letter Grade:</b>             | B    | <b>Overall Evaluation:</b>                                 |  |  |  | NR |
| <b>Overall Score:</b>                    | 43.8 | <b>Quality Statement Scores:</b>                           |  |  |  |    |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |  |    |
| School Environment:                      | 6.4  | Quality Statement 2: Plan and Set Goals                    |  |  |  |    |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |  |    |
| School Performance:                      | 2.7  | Quality Statement 4: Align Capacity Building to Goals      |  |  |  |    |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |  |    |
| Student Progress:                        | 30.2 |  |  |  |  |    |
| <i>(Comprises 60% of the</i>             |      |  |  |  |  |    |
| Additional Credit:                       | 4.5  |  |  |  |  |    |

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
| <b>KEY: AYP STATUS</b>                               |  | <b>KEY: QUALITY REVIEW SCORE</b>              |  |  |  |  |
| v = Made AYP   |  | U = Underdeveloped                            |  |  |  |  |
| vSH = Made AYP Using Safe Harbor Target              |  | UPF = Underdeveloped with Proficient Features |  |  |  |  |
| X = Did Not Make AYP                                 |  | P = Proficient                                |  |  |  |  |
| – = Insufficient Number of Students to Determine AYP |  | WD = Well Developed                           |  |  |  |  |
|  |  | NR = Not Reviewed                             |  |  |  |  |

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

|  |                    |  |  |
|--|--------------------|--|--|
| Network Cluster <b>CFN6</b>                          | District <b>09</b> | School Number <b>114</b>                                 | School Name <b>Luis Llorens Torres</b> |
| Principal <b>Olivia Francis Webber</b>               |                    | Assistant Principal <b>George Ault, Tabatha Williams</b> |  |
| Coach <b>Sheila Davis, Literacy</b>                  |                    | Coach <b>Cynthia Gehan, Math</b>                         |  |
| Teacher/Subject Area <b>Allison Bristol, Math</b>    |                    | Guidance Counselor <b>Lisa Scott, Patricia Ralph</b>     |  |
| Teacher/Subject Area <b>Justina George, Literacy</b> |                    | Parent <b>Yonancy DeJus</b>                              |  |
| Teacher/Subject Area <b>type here</b>                |                    | Parent Coordinator <b>type here</b>                      |  |
| Related Service Provider <b>type here</b>            |                    | Other <b>Marissa Challenger, ESL</b>                     |  |
| Network Leader <b>Bob Cohen</b>                      |                    | Other <b>Carlos Velez, ESL</b>                           |  |

### B. Teacher Qualifications

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

|   |          |  |           |  |          |
|---|----------|--|-----------|--|----------|
| Number of Certified ESL Teachers                          | <b>5</b> | Number of Certified Bilingual Teachers                   | <b>11</b> | Number of Certified NLA/Foreign Language Teachers              | <b>0</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>1</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>2</b>  | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>9</b> |

### C. School Demographics

|                                    |            |                      |            |   |               |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total Number of Students in School | <b>866</b> | Total Number of ELLs | <b>338</b> | ELLs as Share of Total Student Population (%) | <b>39.03%</b> |
|------------------------------------|------------|----------------------|------------|---|---------------|

## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

At Public School 114X, there is a structure in place that helps in the initial identification of those students who may possibly be ELLs. We have formed a committee to identify students pertaining to our English Language Learner population. This committee consists of our student accounting secretary, ESL/Bilingual coordinator, ESL teacher, a bilingual certified teacher, and additional staff members are added as needed. If and when needed, translation 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 student accounting secretary and/or ESL/Bilingual coordinator meet with the parents to make an initial determination of the new student home language. Student's record and parents' concerns and cultural background are taken into consideration to make the initial home language determination. An informal interview of the student in his or her native language and English is carried out. If the student speaks a language that is other than English, plans are made to administer the Language Assessment Battery-Revised test (LAB\_R) to determine the level of proficiency of the student in English. If the student scores are below proficiency, then the student is identified as an ELL student. If the student is a Spanish-speaking ELL, then we administer the Spanish LAB.

Upon completion of the initial interview during which the language skills and the cultural background of the student are explored, the student's parent is given the Home Language Identification Survey (HLIS) to fill out. Parents are interviewed in their home language. If they need additional explanation to fill out the survey, the ESL or Bilingual certified, a translator are made available to help the parents successfully complete the survey. Once the HLIS is filled out, a formal initial assessment is carried out by the ESL/Bilingual Coordinator or a certified ESL teacher who signs the HLIS. If the student is identified as an ELL, the LAB-R and/or the Spanish LAB is given to the student within ten days of admission by an ESL certified teacher. Once a raw score is obtained, the child is placed in a class by the ESL/Bilingual Coordinator in collaboration with the assistant principals. Once the NYSESLAT scores are made available, the ESL/Bilingual Coordinator along with the administrators, ESL pull-out/push-in teachers, and data inquiry team members discuss and analyze the data. The students are grouped according to their NYSESLAT performance levels to ensure that their academic needs will be effectively met. As part of our daily and after-school program, our ELL students are taught the necessary skills needed to master the contents of the NYSESLAT test using various ESL tested materials and methodologies. Tests are often administered by Ms. Challenger (Certified ESL teacher); Mr. Velez (Certified ESL teacher), and Ms. Crispin-Rosario (Certified Bilingual teacher). Students who score below proficiency on the LAB-R are eligible for state-mandated services for ELLs.

As stated earlier, students who speak only Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Parents are notified of their child's eligibility for services. Their child's placement is then discussed. During initial registration, the ESL teachers and Parent Coordinator discuss with the parents the options available at the school. Once each program is explained, the parents are shown the parental video explaining their options. At that point, the parents can decide what option they want. If a parent does not respond during registration, he or she is given a time frame of ten days to send back the form. If the form is not sent back within the timeframe, then the default choice for the student is the Transitional Bilingual Program. In the case of our students, the default choice is the free-standing ESL program due to overcrowding in our Bilingual classrooms. During the school year, we make several attempts to meet with parents who registered their child in our ESL and Bilingual programs after the initial placement period has been completed.

Parent orientations are conducted by bilingual/ESL coordinators with the support of school administration staff members, parent coordinator, and Academic Service providers (AIS). During parent orientations, they are provided with information about bilingual/ESL services and given an opportunity to ask questions so that they can make informed placement selections. To ensure that parents understand all three program choices (Transitional Bilingual Education Program, Dual Language Program, and the Freestanding ESL Program), Mr. Velez and Ms. Challenger, members of the LAP team, as is the customary practice, explain the three programs in detail. At these meetings, parents watch a video which shows an overview of each program. After the video presentation, parents are given the opportunity to ask questions and discuss their options. During this orientation meeting, Bilingual and ESL teachers are invited to discuss the program and what a typical day in each class looks like. This meeting takes place during pre-registration in the spring and again in the fall. Based on our records, parents, in more than 76 % of the cases, choose bilingual transitional programs for their children. Parents' choice letters are kept in a binder in the main office under the responsibility of Ms. Crispin. Parents' responses are used to shape our interventions and determine the strategies that the school will use to carry them out. In so doing, the school expects that its program offerings meet parents' requests, and at the same time, satisfy the learning need of its ELL students

After the initial contact with the new student, our school teachers and administrators take steps to stay in touch with ELL parents. Parents are kept informed at all times and supported in their choice during the interview, testing, program selection, placement, provision of services to ELL students. When parents do not speak English, materials and services are offered in the language spoken by the parents. Within ten days of enrollment, parents receive all the information they need to make informed program choices on behalf of their children. Based on the new enrolled student scores, parents will receive different letters. When scores are below proficiency on the LAB-R an Entitlement Letter, Parent Survey and Program Selection Form, and a Placement Letter are sent to the child's parent. When the scores are below proficiency on the NYSESLAT, a Continued Entitlement Letter is sent to the child's parents. If entitlement letters and Parent Survey and Program Selection forms are not returned before the ten-day deadline comes to a close, phone calls are made and follow-up meetings are scheduled to complete the placement process. Returned forms are stored in a binder and kept by Ms. Crispin. On a regular basis, our school holds informational and question-and-answer sessions to keep parents informed about progress made by their children. Throughout the year, parents are informed in a number of ways, including one-on-one meetings, phone conversations, and translated messages. Specific and special events are carried out to get them involved in the education of their children and to deliver updated and pertinent information to them.

Each spring, ELLs are retested to determine their English proficiency levels using the New York State English as a Second Language Achievement Test (NYSESLAT). Tests are scheduled; parents are informed, and time from established curriculum is set aside to allow the ELLs to take their tests. Our ESL, Bilingual, and other staff members work together to proctor, collect, and prepare the packages for external evaluation and scoring. Our school notifies parents of NYSESLAT results and how the results affect their children. This is done at the beginning of the next school year. Students whose performance levels remain below proficiency continue to receive ELL services. However, the students who score at and above proficiency are placed in all-English monolingual classes. Students who transition to all-English monolingual classes receive bilingual or ESL support for up to a year (According to CR Part 154).

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

| ELL Program Breakdown  |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) | 2 | 2 | 1 | 2 | 2 | 1 |   |   |   |   |    |    |    | 10    |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |

|                         |   |   |   |   |   |   |   |   |   |   |   |   |   |    |
|-------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| <b>Freestanding ESL</b> |   |   |   |   |   |   |   |   |   |   |   |   |   |    |
| <b>Self-Contained</b>   |   |   | 1 |   | 1 | 1 |   |   |   |   |   |   |   | 3  |
| <b>Push-In</b>          |   |   |   |   |   |   |   |   |   |   |   |   |   | 0  |
| <b>Total</b>            | 2 | 2 | 2 | 2 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |

**B. ELL Years of Service and Programs**

| <b>Number of ELLs by Subgroups</b> |     |   |     |                                      |    |
|------------------------------------|-----|---|-----|--------------------------------------|----|
| <b>All ELLs</b>                    | 338 | <b>Newcomers (ELLs receiving service 0-3 years)</b> | 279 | <b>Special Education</b>             | 20 |
| <b>SIFE</b>                        | 21  | <b>ELLs receiving service 4-6 years</b>             | 59  | <b>Long-Term (completed 6 years)</b> | 0  |

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

| <b>ELLs by Subgroups</b>   |                         |             |                          |                         |             |                          |   |             |                          |              |
|--|-------------------------|-------------|--------------------------|-------------------------|-------------|--------------------------|---|-------------|--------------------------|--------------|
|  | <b>ELLs (0-3 years)</b> |             |                          | <b>ELLs (4-6 years)</b> |             |                          | <b>Long-Term ELLs (completed 6 years)</b> |             |                          | <b>Total</b> |
|  | <b>All</b>              | <b>SIFE</b> | <b>Special Education</b> | <b>All</b>              | <b>SIFE</b> | <b>Special Education</b> | <b>All</b>                                | <b>SIFE</b> | <b>Special Education</b> |              |
| <b>TBE</b>   | 195                     | 21          | 0                        | 34                      | 0           | 0                        | 0   | 0           | 0                        | 229          |
| <b>Dual Language</b>   | 0                       | 0           | 0                        | 0                       | 0           | 0                        | 0   | 0           | 0                        | 0            |
| <b>ESL</b>   | 84                      | 0           | 17                       | 25                      | 0           | 0                        | 0   | 0           | 0                        | 109          |
| <b>Total</b>   | 279                     | 21          | 17                       | 59                      | 0           | 0                        | 0   | 0           | 0                        | 338          |
| Number of ELLs in a TBE program who are in alternate placement: <u>0</u> |                         |             |                          |                         |             |                          |   |             |                          |              |

**C. Home Language Breakdown and ELL Programs**

| <b>Transitional Bilingual Education</b>               |          |          |          |          |          |          |          |          |          |          |           |           |           |              |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|--------------|
| <b>Number of ELLs by Grade in Each Language Group</b> |          |          |          |          |          |          |          |          |          |          |           |           |           |              |
|   | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>TOTAL</b> |
| Spanish   | 34       | 54       | 30       | 37       | 48       | 26       |          |          |          |          |           |           |           | 229          |
| Chinese   |          |          |          |          |          |          |          |          |          |          |           |           |           | 0            |
| Russian   |          |          |          |          |          |          |          |          |          |          |           |           |           | 0            |
| Bengali   |          |          |          |          |          |          |          |          |          |          |           |           |           | 0            |
| Urdu  |          |          |          |          |          |          |          |          |          |          |           |           |           | 0            |
| Arabic  |          |          |          |          |          |          |          |          |          |          |           |           |           | 0            |
| Haitian   |          |          |          |          |          |          |          |          |          |          |           |           |           | 0            |
| French  |          |          |          |          |          |          |          |          |          |          |           |           |           | 0            |
| Korean  |          |          |          |          |          |          |          |          |          |          |           |           |           | 0            |
| Punjabi   |          |          |          |          |          |          |          |          |          |          |           |           |           | 0            |
| Polish  |          |          |          |          |          |          |          |          |          |          |           |           |           | 0            |
| Albanian  |          |          |          |          |          |          |          |          |          |          |           |           |           | 0            |
| Yiddish   |          |          |          |          |          |          |          |          |          |          |           |           |           | 0            |
| Other   |          |          |          |          |          |          |          |          |          |          |           |           |           | 0            |
| <b>TOTAL</b>  | 34       | 54       | 30       | 37       | 48       | 26       | 0        | 0        | 0        | 0        | 0         | 0         | 0         | 229          |

| <b>Dual Language (ELLs/EPs) K-8</b>                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>Number of ELLs by Grade in Each Language Group</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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

| Dual Language (ELLs/EPs)<br>9-12               |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |
|  | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|  | ELL      | EP       |
| Spanish  | n/a      |          |          |          |          |          |          |          | 0        | 0        |
| Chinese  |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian  |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean   |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian  |          |          |          |          |          |          |          |          | 0        | 0        |
| French   |          |          |          |          |          |          |          |          | 0        | 0        |
| Other  |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| This Section for Dual Language Programs Only                               |   |
|--|---|
| Number of Bilingual students (students fluent in both languages): <u>0</u> | Number of third language speakers: <u>n/a</u> |
| Ethnic breakdown of EPs (Number):  |   |
| African-American:  | Asian:  |
| Native American:   | White (Non-Hispanic/Latino):                  |
|  | Hispanic/Latino:                              |
|  | Other:  |

| Freestanding English as a Second Language      |   |   |    |    |    |    |   |   |   |   |    |    |    |       |
|--|---|---|----|----|----|----|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |    |    |    |    |   |   |   |   |    |    |    |       |
|  | K | 1 | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish  | 1 | 9 | 20 | 18 | 18 | 13 |   |   |   |   |    |    |    | 79    |
| Chinese  |   |   |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Russian  |   |   |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Bengali  |   | 3 | 3  | 1  | 2  | 3  |   |   |   |   |    |    |    | 12    |
| Urdu   |   |   |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Arabic   |   | 1 |    |    |    |    |   |   |   |   |    |    |    | 1     |
| Haitian  |   |   |    |    |    |    |   |   |   |   |    |    |    | 0     |
| French   | 1 |   | 1  |    |    |    |   |   |   |   |    |    |    | 2     |
| Korean   |   |   |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Punjabi  |   |   |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Polish   |   |   |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Albanian                                       |   |   |    |    |    |    |   |   |   |   |    |    |    | 0     |

## Freestanding English as a Second Language

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

|              | K        | 1         | 2         | 3         | 4         | 5         | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL      |
|--------------|----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Other        | 5        | 4         | 1         | 2         | 3         |           |          |          |          |          |          |          | 0        | 15         |
| <b>TOTAL</b> | <b>7</b> | <b>17</b> | <b>25</b> | <b>21</b> | <b>23</b> | <b>16</b> | <b>0</b> | <b>109</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

Description of how instruction is delivered:

Our transitional bilingual instructional program is designed in such a way that all subjects are taught through two languages--English and the native language of the English language learners. In our case, the native language is Spanish. English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and the native language is used as a tool to learn content. The primary goal of our instructional program is to facilitate the ELLs' transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through the native language decreases.

Our school has adopted the the Late-Exit Transitional/ Developmental or Maintenance ELL program. Our main goal is to develop academic proficiency in English and students' first language. As a transitional program, emphasis is placed on developing students' first language as a bridge to English language development. The adopted developmental ELL programs place equal emphasis on developing and maintaining students' primary language and academic English proficiency. Our instructional program choice is based on the fact that 90 percent of our ELL students are from the same language background. Our school curriculum team believes that our ELL student population needs a significant amount of instruction in native language while continuing to increase instruction in English (4-6 years). Furthermore, because there is a sizable group of ELLs who speak the same language and are in the same grade, it makes easy to create bilingual classes at all levels. Though the school has only a few Bilingual teachers available to teach in the lower elementary grades, ELLs are getting the full instructional and academic support they need to succeed and become fluent in English. There is also high interest and support from language-minority community members in maintaining primary language, learning English, and achieving academically in both languages. Our Bilingual teaching staff are proficient in using both languages for academic instruction and conversation. They are highly skilled and have demonstrated that they are capable of developing literacy in the primary language as foundation for English reading among our ELLs.

In some classes, teachers have introduced a hybrid instructional approach in an attempt to make academic instruction in English understandable to English language learners and to help them acquire proficiency in English while at the same time achieving in content areas. This modified version of Sheltered English instruction differs from ESL in that English is not taught as a language, but with a focus on learning the language. Rather, content knowledge and skills are the fundamental goals. In the hybrid or modified sheltered classroom, teachers sometimes use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects.

A description of the organizational models:

Based on ELA and Math in-house and periodic assessments results, the school curriculum team with school management support and approval has introduced several instructional organizational models to provide effective assistance to ELL students. Push-in (Co-Teaching), Pull-out, Collaborative instructional approaches are used at different grade levels to help meet the learning needs of the EL student population. Heterogeneous classroom arrangements have been our school preferred model where students with mixed proficiency levels are placed in the same class. In view of this, teachers are provided the proper training to be able to differentiate their instruction in order to reach every segment of the ELL population.

A description of the program models:

Bilingual teachers use the transitional Bilingual Education Model in their classrooms. Classes are formed according to the students' performance levels and adopt one of the following models: classrooms with beginners used 60 (Spanish):40(English); intermediate students used 50 (Spanish):50(English) model; and classrooms with advanced students use the 25 (Spanish):75 (English) model. In the 60:40 model, balanced literacy and mathematics are taught in Spanish. However, balanced mathematics are taught predominantly in Spanish. English as a Second Language is also taught daily because of the urgent communication needs of certain ELL students. Science/Social Studies are taught three times a week in Spanish/two times in English or vice versa with additional preparation periods in English. As an example: teachers provide short summaries of the reading materials in the students' native language, if needed. This approach allows teachers to take roots, assess, and support students' knowledge of the content being taught. In the 50:50 model, balanced literacy is taught in Spanish. However, balanced mathematics are taught three times in Spanish and twice in English. English as a Second Language is taught four times a week for ninety minutes while Science/Social Studies classes are offered three times in Spanish/two times in English or vice versa with additional preparation periods in English. Again, instructional session is always accompanied by short summaries of the reading materials in the students' native language. This approach allows teachers to assess and support students in their efforts to acquire knowledge of the content being taught. In the 25:75 model, Native Language Arts are taught in Spanish; English Language Arts in English; Balanced Mathematics in English; English as a Second Language are taught four times a week for forty-minutes; Science and Social Studies in English for forty-minutes alternating two or three times a week with additional preparation periods in English. In the subject areas where English is dominant, the instruction is scaffold. Teachers give short summaries in the students' native language, if needed. Again, this is used by the teachers to assess and elevate students' content knowledge. To provide support to the students in the kindergarten and first grade bilingual classrooms, teachers use "Estrellita", an accelerated beginning Spanish Reading Program. 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 that later leads to a more successful transition to English. Classroom instruction is differentiated as a matter of fact.

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 whole-group instruction time within the academic day. (Wilson) 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 are currently providing our newcomers with a push-in and pull-out model during whole-group instruction time in order to help them meet their learning needs and improve their academic achievement. During this time, the students receive the same instruction but on a modified way. The pullout model is adopted and adapted to foster the ELL students' academic growth through a variety of lessons that meet their specific needs.

In all of our programs, teachers tend to develop vocabulary among ELLs through flashcards, word games, word work, and a variety of word building activities and through a variety of ESL methodologies. Among them, scaffolding of texts and instructions; creating a classroom environment that is risk free and print rich; and using lots of visuals and real world materials to keep ELLs engaged. EL students will be provided with kinesthetic, visual and oral instructions, and a variety of learning activities in the listening and computer centers to help increase their proficiency in English. Special instructional programs using a variety of computerized reading programs are being put in place and are being adapted to help our EL students with IEPs master both ELA and Math.

An explanation of how the organization of your staff:

ESL students are served by the ESL teacher assigned to the school in a pull-out or scheduled class, according to their grade level. Students are grouped for ESL classes by English language proficiency levels within a 1-2 grade span. Placement in a level within the program is flexible and is re-evaluated annually or upon teacher request based on the progress of the student. Additional instruction is provided through After-School programs. LEP students are eligible for Saturday and Vacation Academies for which they qualify. In addition, support services such as guidance and health services are available to all LEP students. Our class schedule is designed to allow staff members who serve our ELL population to provide the mandated number of instructional minutes to students according to their proficiency levels in English. Under CR Part 154, Beginner, Intermediate and Advanced students receive a minimum of 360 minutes of ESL instruction per week.

|                 | Beginner      | Intermediate | Advanced    |
|-----------------|---------------|--------------|-------------|
| Language Arts   | =             |              | 180 minutes |
| ESL             | = 180 minutes | 180 minutes  | 180 minutes |
| Contents        | = 90 minutes  | 90 minutes   |             |
| Math            |               |              |             |
| Science         |               |              |             |
| Social Sciences |               |              |             |
| Auxiliaries     | = 90 minutes  | 90 minutes   |             |
| Art             |               |              |             |
| Music           |               |              |             |
| P.E             |               |              |             |

Based on NYS regulations including CR Part 154.

An explanation of how explicit ESL, ELA, and NLA instructional minutes are delivered:

The students receive ESL, ELA, and NLA instruction at various proficiency levels in the following program types: ESL and NLA Direct Instruction: Scheduled, face-to-face instruction. Grades K-5 / ESL pull-out classes. In small groups, students spend most of the school day in a mainstream classroom (ELA) and are pulled out for a portion of each day to receive ESL or NLA instruction. They are grouped for instruction according to their level of English or Native Language Proficiency and their grade level. The following guidelines have been applied in our school: (1) Students with 1.0 Beginning Level or 2.0 Entering Level of English proficiency receive ESL and NLA pull-out instruction daily (45-to 90-minute sessions); (2) Students with 3.0 Developing Level of English proficiency receive ESL or NLA pull-out instruction 2-3 times per week (no more than 45-minute sessions); (3) Students with 4.0 Expanding Level of English proficiency receive ESL or NLA pull out instruction 1-2 times per week (no more than 45-minute sessions). However, students who are approaching fluent status and grade level performance may be served on a consultative basis. ESL Co-teaching (grades K-5): ESL teachers provides services to the students in their regular classroom during their regular instructional time. The ESL teacher and the classroom teacher plan together and team-teach. ESL Consultative Instruction: Students at high levels of English proficiency and performing on or above grade level do not receive scheduled ESL instruction but may receive short term instructional support if needed. The ESL teacher maintains formalized contact with content area teachers to ensure appropriate academic grade level performance, instructional modifications, and statewide testing accommodations. Students in the ESL program are continually assessed for their English language proficiency. Assignments to a level of instruction are not permanent. LEP students may change levels and /or schedules within the school year in order to meet their needs.

language instruction for LEP students in our system is delivered through "Content-based ESL Instruction. English":

language skills and academic content are taught simultaneously. In our ESL program, English is the language of instruction. This model of instruction can accommodate students from different language backgrounds in the same class and ESL teachers do not need to know the language(s) of the students they teach. However, ESL teachers must be qualified and trained in techniques for teaching LEP students and must be knowledgeable of the varied cultures represented by their students. In addition, native language support is provided when necessary (bilingual dictionaries, textbooks in native languages, etc.). Students are grouped for instruction according to their levels of English language proficiency and their academic grade level. Students are not segregated from their English-speaking peers, except as necessary to implement the ESL program. The focus of instruction is the integration of teaching/learning academic content and English language skills. The goal of the program is to enable LEP students to achieve fluent language proficiency and grade level academic competency. Our ESL teachers use the NYS Standards and specific Model Performance Indicators to plan their lessons which targets the language learning needs of individual students to ensure that they progress toward full English language proficiency. The content area teachers also use the NYS Standards "Can Do" descriptors and sheltered instruction strategies to modify instruction in the content areas in order to match the English language proficiency levels of their students. ESL teachers work in close collaboration with classroom teachers, counselors, administrators and

other school personnel to deliver the most effective program for every LEP student.

An overall description of how you differentiate instruction for ELL subgroups:

In our school, our main stream and bilingual teachers differentiate instruction based on ELLs' proficiency levels to ensure that they master in the shortest period of time the English Language; strengthen their understanding of such language, and enable them to take advantage of the core curriculum. To do so, teacher develop an English learner profile. According to Bilingual Education research, the first step to differentiated instruction for English Language Learners is knowing the learners and determining their needs through an English Language Learner profile. Research indicates that English Language Learners have a variety of backgrounds. Knowing the specific experiences and knowledge each child brings to school empowers teachers to modify the process, content, or product according to each English Language Learner's needs. Consequently, in order to differentiate their instruction, our teachers take into consideration the English Language Learner's:

- English proficiency level
- Primary language proficiency level
- Schooling background

Teachers design their lessons based on their students' individual proficiency levels. Teachers design lessons that take students through a Sequence of Tasks (Walqui, 2000) of:

- Preparing the Learner
- Interacting with the Text
- Extending the Learning

Each part of the lesson design must entail carefully selected, scaffolded activities or tasks based on their students' proficiency levels and the subject matter. Teachers provide scaffolding instruction for our English learners. Daily instruction that addresses both the language and academic needs of English learners.

An overall description of how you differentiate instruction for ELL subgroups:

Teachers use the ELL profile to help members of the ELL subgroups meet their learning needs. They use the same scaffolding matrix to teach ALA to LEP students. Modeling : instructional stage through which teachers use the learner's provide concrete experiences to help him or her increase their comprehension; Understanding: teacher use Total Physical Response to assist Beginning Level English learners in their efforts to master the English Language. They provide enough time to students for task completion based on proficiency level. They often use Oral language experience approach to reach students who are unable to communicate in English. Bridging: instructional stage in which teachers activate students' prior knowledge relevant to class theme; provide them with road maps to enable them to create a personal connection to content; Contextualization: instructional stage in which teachers create an environment that familiarizes them with new and unknown concepts; help students make connection between themselves and content through focused questions and use of manipulatives. Teachers use flexible grouping for content instruction. It is through such scaffolding instructional process that the learning needs of ELL subgroups are met.

A Description of your plan for ELLs in US schools less than three years:

English Language Learners in US schools less than three years are given the mandated instructional time as prescribed by CR Part 154. In addition, these students also participate in the After School and Saturday's Academies. Special academic intervention is available when requested.

A description of your plan for ELLs receiving service 4 to 6 years:

Long-term ELL's are offered a variety of academic intervention services. Though they are mainstreamed, they are invited to attend the After School programs and the Saturday Academy. Students receive intensive reading and/or math instruction that targets their individual needs. AIS staff members are always available to assist them. Instruction is provided in small groups outside the classrooms

A description of your plan for for ELLs identified as students with disabilities:

Once an ELL has an IEP, the SWD school committee will advise that such student with special needs must participate in ESL instruction as mandated by his or her I.E.P. The instructional support he or she receives is also based on his or her English Language Learner's profile. The instruction that he or she receives follows the scaffolding matrix that teachers use in their instruction. ELLs received special instruction tailored to their needs and capacities. Attempts are made to get them involved in After School and Saturday Academies.

An explanation of your targeted intervention programs for ELLs in ELA, Math, and other content areas:

An after school intervention program will be reinstated with specific targeted strategies to help English Learners meet academic targets at the Elementary school. Specific classroom intervention program will be developed and implemented with specific targeted strategies to help SWD meet academic targets at the elementary schools. Students who are at the beginning and intermediate levels will be targeted for these intervention programs. Students will be invited to participate in an intervention skills class to meet their academic needs. AIS support in ELA and Math will be provided to ELLs to help them meet the academic needs of English Language Learners. Specific criteria for instructional materials may be set to ensure that they meet the learning needs of ELLs.

A description of your plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT:

Our school ELL programs are designed to help ELLs acquire a level of English proficiency in listening, speaking, reading and writing that will allow them to master the same content and meet the same academic performance standards expected of students whose first language is English. When the student reaches a proficiency level on the NYSESLAT, the types of program and amount of services he or she will receive are determined by considering his or her current English language proficiency levels. The school will continue to provide the student with experiences which will enrich their lives, They will continue to receive some forms of academic instruction. These students will be given the opportunities to interact socially with their English speaking peers in sports, clubs and other school activities. The school will ensure that they get accepted within the school community and a climate that promotes their social and emotional well-being. Students that have attained proficiency on the NYSESLAT will continue to receive support from their classroom teachers. Classroom teachers have been trained in the use of ESL strategies and methodologies to provide such support.

A description of how ELLs are afforded equal access to all school programs:

School programs are designed to meet the annual learning goals in ELA, Math, Science, and Social Sciences. However, scaffolding matrices are used to "fit and meet" the needs of each learner. ELLs are always invited to participate in all instructional activities within the school boundaries. Efforts are made to reach out to ELLs' parents in order to ensure that they fully participate and take of the learning opportunities the programs have to offer. The principle of Universality is applied to all school programs developed to meet the learning of all the members of our school population. Extracurricular activities are designed and carried out to help the ELLs re-encounter their culture and learn to assimilate their new culture (local library, community festivals, street theater, museum, park, zoo, and circus).

A description of how native language support is delivered to each program model (TBE, Dual Language, and ESL):

Transitional Bilingual Education (TBE) Programs

Academic instruction is in both English and the native language. English language development is infused through ESL as well as through enrichment classes such as Art, Music, Computer Lab and Physical Education, which are taught in English. It is important to note that the ratio of English to native language instruction increases according to the student's English language proficiency, until the student is ready to exit the program.

Our school does not have a Dual Language Program

English as a Second Language (ESL) Programs

This program is implemented for a few students who speak the same language on the same grade. The ESL program has two components: language arts and content area instruction. Language arts is delivered through ESL and/or English language arts methods and materials, to improve the LEP/ELL students' level of English proficiency. The content area instruction is delivered using ESL methodologies and materials. When students are "Pulled-out", they spend most of their day in a mainstream English classroom. Some time during the day, an ESL teacher removes the ELL students from their regular classroom and provides 50-60 minutes of ESL instruction. It is when the native language may be used. When a teacher "pushes-in" ELL students spend most of their day in a mainstream English classroom. "Push-in" programs are implemented through "team-teaching" and "team-planning" that require the regular classroom teacher and the ESL teacher to plan on a regular basis. Native language instruction is integrated into the regular classroom through the content areas using ESL standards-based methodologies.

An explanation of how required services support, and resources correspond to ELLs' ages and grades and grade levels:

Teachers use the Scaffolding Matrix instructional approach to design, develop, and deliver instruction that effectively meet the ages and grade levels of the ELLs. Children's cultural background and prior knowledge are often used to develop effective programs to meet the

**ELLs' specific learning needs.**

A description of activities in your school to assist newly enrolled ELL students before the beginning of the school year:

Our administrative staff members know that entering a new school can be overwhelming, especially if the newcomers don't speak the language. To make the experience as welcoming as possible for the new students, staff members immediately notify the ELL/ESL teachers to initiate testing and determine if the students are eligible for ELL services. These newcomers are introduced to a staff member who will chaperon them during the first days of school. Efforts are made to get the newcomers to meet other students who speak their language. A helpful tool is to introduce a newcomer to a native so that he or she can begin immediately to hear and repeat the sounds of the new in a non-threatening environment. Classroom teachers are recommended to pay special attention to the newcomers and to inform the administrative of any inconformity. The new student may have questions that are still unanswered. A special gathering for the newcomers where the Parent Coordinator will have a chance to develop partnerships with the new parents.

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

|   | <b>Beginning</b>      | <b>Intermediate</b>   | <b>Advanced</b>      |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

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

|   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |

**Native Language Arts and Native Language Support**

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



### B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Target population: 1st and 2nd grade students

Total number of students: 126

Situation assessment:

Our in-house reading assessments results indicate that 42percent of the 1st and 2nd grade students have poor reading skills which have lead to lower overall academic achievement. Based on observation by teachers, it has been determined that these students who experience early reading difficulty are the same who often continue to experience failure in later grades. There is therefore an urgency to help these students acquire early literacy skills to grow in their knowledge.

Assessments have been key elements in our reading intervention programs. Through continous assessments, we are able to identify the English language learners (ELLs) who experience particular challenges in developing reading skills in the early grades. To be successful, our reading intervention strategies for ELL students who are showing early signs of reading failure are currently being carried out by skilled teachers.

In order to ensure that our ELL students reach a proficiency level on the NYSESLAT, our curriculum team has developed an effective reading intervention that involved teachers, students, and parents. In effect, our current reading intervention program is based on three main concepts: phonological awareness, alphabetic principle, and fluency with connected text. It is understood that an important element of phonological awareness is phonemic awareness, and also, that the understanding of the sound structure of the language facilitates

acquisition of the alphabetic principle. Teachers in the lower grades are helping their students learn the code of the alphabetic system, or the letter-sound correspondences, and spelling patterns and are leading them to apply this knowledge in reading text. Since fluency with connected text represents a level of expertise beyond the alphabetic code, in grades 1 and 2, students are given sufficient practice to achieve fluency, or automaticity, with different texts.

This coming academic year, the curriculum team is designing our early reading intervention program for ELL students to include the five elements of effective instruction which are: building and using vocabulary as a curricular anchor; using visuals to reinforce concepts and vocabulary; implementing cooperative learning and peer-tutoring strategies; using native language strategically; and modulating cognitive and language demands. Vocabulary development is a critical element of our early reading intervention program where reading instruction occurs in English simultaneously with English language development. Vocabulary development is integrated with all aspects of the instructional program.

For our 3, 4, 5 grade students, our reading intervention program is supported by explicit and direct instruction and includes strategies to promote fluency. Our reading comprehension strategy calls for oral reading and corrective feedback which are often followed by classroom discussions and students' questioning. However, the accent is placed on engagement in structured academic talk. These interventions are constantly monitored and the data gathered are used to take corrective steps or make needed adjustments. The final goal of these interventions is to increase student achievement.

Our math intervention programs are designed to provide support for ELL students who have difficulty keeping up with day-to-day expectations. They are also designed to detect, prevent, and provide ongoing support to students before they fall behind. Our current interventions provide the opportunity for all students to learn Math regardless of part or early performance deficits. Selection of instructional materials and activities is done in such a way to support student learning during class time, or in programs before school, after school, or during summer school.

Our math interventions start with short diagnostic assessments to screen for early detection of specific mathematics needs. Instructional actions are then taken to provide support to ELL students in need. The intervention cycle in math includes follow-up assessments to determine whether students have made adequate progress, and above all, to identify those who no longer need intervention, continue to need some intervention, or need more intensive intervention.

Classroom-based interventions follow the Everyday Math instructional design but is adapted by every classroom teacher to continuously assesses ELL students. Our math intervention relies on Pearson's Intensive Intervention Research and Brain Technology. When challenged ELL students have been identified through classroom assessments, targeted assistance in key mathematics concepts is provided to such group. Special settings in the classroom and supplemental instruction is provided by the classroom teacher. Our math coach provides additional instructional time that may range from 20 to 40 minutes four to five times a week to teachers with a large population of ELL students in their classrooms. Supplemental programs that occur outside of the daily mathematics lessons are implemented once a week to provide tutoring to students requiring more intensive assistance.

No programs or interventions will be discontinued. However, there will be a shift in emphasis toward vocabulary buildup and strengthening. ELL students with improved vocabulary are reading and writing better and better prepared to exit successfully from the transitional bilingual program.

ELL students have access to all the academic programs and activities developed and implemented by the school. Parents are fully and thoroughly informed about such interventions through parents meeting organized by the parent coordinator and the parents' representative. These information sessions are carried out in Spanish to ensure that parents have all the information they need to make the right decisions with regard to their children's education. Twice a week, ELL students are offered the opportunity to participate in after school learning programs. These ELA and Math programs are meticulously developed and carried by skilled teachers. The afterschool intervention combines Art, Computerized reading instruction, and Mathematics. The Strategies To Achieve Reading Success (STARS) are used for the introduction of ELA while the Singapore Math approach is being adopted for math instruction.

Native Language support is delivered through bilingual teachers and computerized reading program in Spanish, the language spoken by the majority of our ELL students.

Materials, books and other instructional tools are all chosen based on the learning needs of the ELL students and are also age appropriate. All the books provided to ELL students through our reading intervention programs are leveled books. Reading progress of ELL students is constantly monitored to ensure that all the materials, computer programs, and books are adequate and helping ELL .

In addition to an extensive orientation program for parents of newly enrolled students, all ELL students begin their learning journey with a baseline test to determine their initial level of performance in English and math. The next exercise is to get the newly enrolled to set simple learning goals. These goals are often related to number of books to be read during a set length of time. ELL students are invited to monitor their progress by entering on a chart the number of books they have read..

ELL students are invited to participate in afterschool cultural activities such as: leadership training; School newspaper, Creative Arts clubs, Recycling Project, Anti Bullying program, and Sports,.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

A description of the professional development plan for all personnel who work with ELLs.

The school provides ongoing training for administrators and staff on procedures relating to initial identification, placement, parental rights and informed consent, including the waiver process. The persons trained include the administrative staff members, the school principal and her assistants, ELL Specialists, teachers, and paraprofessionals. The initial training gives special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their child. Training is also designed to heighten teachers' sensitivity to the cultural diversity of our school population. Elements of our training program consist in addressing specific knowledge and attitudes that are relevant to teaching English language learners. Teachers are introduced to basic concepts of bilingualism and second language development, the nature of language proficiency, the role of the first language and culture in learning, and the demands that mainstream education places on culturally diverse students. Refresher training sessions are used to assess teachers about what it means to teach ELLs.

ELL training is part of an integrated training plan developed by the school leadership committee that stems from the belief that student success is primordial and teachers' learning a priority. Training is designed to make everyone at the school responsible for the education of the entire English language learner school population. In school, there is on-going professional development that promotes school-based inquiry and continual improvement that brings together ESL, bilingual, and content teachers or interdisciplinary teams of teachers to support the academic success of ELLs. Concerned school staff members are being trained to manage ELL-centered classroom, accommodate culturally diverse ELL population in their classrooms, and learn to integrate first and second language into the content areas. Training is also centered in helping teachers understand student achievement data and school progress and use the gathered information to create plans to help improve ELLs' literacy.

During the 2010-2011 school years, the ESL push-in and classroom teachers as well as bilingual classroom teachers will benefit from mentoring and coaching of ESL and bilingual teachers on best instructional practices, differentiation of instruction, and behavior management; ESL push-in teachers' meeting to assess needs, analyze students' work, recommend instructional strategies, prepare NYSESLAT test, and formulate next steps engagements; 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; and inter-visitations to observe and co-teach in bilingual/ESL classes emphasizing best

practices, expansion of vocabulary, scaffolding and the differentiation of instruction.

A description of the support you provide to assist ELLs as they transition from one school level to another:

In order to assist ELLs as they transition from one school level to another through their Individual Learning Plans. These plans will be developed for each ELL to monitor their progress toward English language acquisition and achievement in other learning areas. The Individual Learning Plan will become a tracking document of the ongoing academic progress made the ELL.

Students are assessed annually for their English language acquisition as required by law through the means of student report cards, end of unit test scores, checklists, teacher observations, teacher-developed assessments, and state standardized tests. Students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers in age/grade appropriate settings in all areas of language development. Students will get the support they need to speak the academic language needed to succeed; read and comprehend English as evidenced by their scores on standardized achievement tests. Even when students are exited from the ELL program, they will be monitored for two years. The monitoring process will include ongoing monitoring of classroom performance through teacher reports/referrals, report card grades, and during parent/teacher conferences.

A description of the minimum 7.5 hours of ELL training for all staff (excluding teachers who hold ESL or bilingual licenses):

Classroom teachers who are in contact with ELLs will receive 7.5 hours of training in "content-based instruction" (CBI). These teachers will learn that language should be taught through content such as social studies, mathematics, science or language arts. They will also learn that language learning is based upon and related to the context of the academic content areas.

## E. Parental Involvement

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

Records of teachers' training will be kept in their personal files.

A description of parent involvement in your school, including parents of ELLs:

Translation and interpretation services are provided by in-house staff members. Since several staff members are bilingual individuals, they often volunteer to do their own translation, to speak directly to the parents in their own languages. When the parents speak a language that is not spoken any of the school staff members, the school uses community resources through the Parent Association to get the interpreters that are needed.

Parental involvement is critical to the academic success of our ELL students. Parents are made active partners in the development and implementation of academic interventions whose aims are to help ELL students complete successfully their transitional bilingual educational program and become fluent in English. Parents are coached to seek support to help their children succeed. They are often directed during seminars carried out for parents by parents to take advantage of community-based programs designed to meet the learning needs of their children.

Parents are also involved in our school leadership. Their voice carries significant weight on how program money is disbursed and how selection criteria to beneficiaries are developed and set. PS 114 X uses community resources to expand academic programs and reach more students. Community organizations such as: Yankees, Park Services, Library, FireFighters, Local Hospitals, and Community Boards For Youth Services are all actively involved in school sponsored academic and cultural activities. Their contributions have been through manpower, and donations of supplies and equipment.

Parents' needs are gathered through official and in-house surveys. The DOE annual survey provides us the information that we need to take corrective measures to effectively respond to some of their concerns as far as safety and discipline issues are concerned. The training that we offer to parents is based on expressed needs shared at parents-teachers meetings; through informal requests, and during parents'

assemblies.

Based on their requests and what has been observed through dialogue with parents, practical training is offered covering topics such as: "How to prepare your resume"; "How to pass an interview"; "How to help your children succeed"; "How to get the assistance that you need for your children." These activities have been very popular among parents at all levels.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |    |    |    |    |    |    |   |   |   |   |    |    |    |       |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
|   | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   | 19 | 40 | 11 | 12 | 14 | 6  |   |   |   |   |    |    |    | 102   |
| Intermediate(I)   | 5  | 13 | 19 | 27 | 26 | 15 |   |   |   |   |    |    |    | 105   |
| Advanced (A)  | 2  | 6  | 13 | 12 | 25 | 16 |   |   |   |   |    |    |    | 74    |
| Total   | 26 | 59 | 43 | 51 | 65 | 37 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 281   |

| NYSESLAT Modality Analysis |                   |   |    |    |    |    |    |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|----|----|----|----|----|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/<br>SPEAKING     | B                 |   | 10 | 4  | 6  | 4  | 1  |   |   |   |   |    |    |    |
|                            | I                 |   | 11 | 6  | 1  | 9  | 4  |   |   |   |   |    |    |    |
|                            | A                 |   | 20 | 24 | 21 | 19 | 11 |   |   |   |   |    |    |    |
|                            | P                 |   | 18 | 18 | 30 | 34 | 21 |   |   |   |   |    |    |    |
| READING/<br>WRITING        | B                 |   | 39 | 10 | 15 | 14 | 6  |   |   |   |   |    |    |    |
|                            | I                 |   | 13 | 28 | 28 | 27 | 15 |   |   |   |   |    |    |    |
|                            | A                 |   | 8  | 13 | 15 | 25 | 16 |   |   |   |   |    |    |    |
|                            | P                 |   | 0  | 0  | 0  | 0  | 0  |   |   |   |   |    |    |    |

| NYS ELA                |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                      | 31      | 23      | 6       | 1       | 61    |
| 4                      | 16      | 25      | 8       | 0       | 49    |
| 5                      |         |         |         |         | 0     |
| 6                      |         |         |         |         | 0     |
| 7                      |         |         |         |         | 0     |
| 8                      |         |         |         |         | 0     |
| NYSAA Bilingual Spe Ed |         |         |         |         | 0     |

| NYS Math |         |         |         |         |       |
|----------|---------|---------|---------|---------|-------|
|          | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|          |         |         |         |         |       |

| Grade                  | English | NL | English | NL | English | NL | English | NL |    |
|------------------------|---------|----|---------|----|---------|----|---------|----|----|
| 3                      | 19      | 12 | 30      | 4  | 10      | 0  | 2       | 0  | 77 |
| 4                      | 8       | 4  | 23      | 3  | 15      | 0  | 1       | 0  | 54 |
| 5                      |         |    |         |    |         |    |         |    | 0  |
| 6                      |         |    |         |    |         |    |         |    | 0  |
| 7                      |         |    |         |    |         |    |         |    | 0  |
| 8                      |         |    |         |    |         |    |         |    | 0  |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0  |

| NYS Science            |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 4                      | 10      | 1  | 14      | 3  | 20      | 2  | 4       | 0  | 54    |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| NYS Social Studies     |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 5                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam  |                            |                 |                             |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        |                            |                 |                             |                 |
| Math                         |                            |                 |                             |                 |
| Math                         |                            |                 |                             |                 |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography |                            |                 |                             |                 |
| US History and Government    |                            |                 |                             |                 |
| Foreign Language             |                            |                 |                             |                 |

**New York State Regents Exam**

|                      | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|----------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                      | English                    | Native Language | English                     | Native Language |
| Other                |                            |                 |                             |                 |
| Other                |                            |                 |                             |                 |
| NYSAA ELA            |                            |                 |                             |                 |
| NYSAA Mathematics    |                            |                 |                             |                 |
| NYSAA Social Studies |                            |                 |                             |                 |
| NYSAA Science        |                            |                 |                             |                 |

**Native Language Tests**

|                            | # of ELLs scoring at each quartile<br>(based on percentiles) |                  |                  |                  | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                  |                  |                  |
|----------------------------|--|------------------|------------------|------------------|--|------------------|------------------|------------------|
|                            | Q1   | Q2               | Q3               | Q4               | Q1   | Q2               | Q3               | Q4               |
|                            | 1-25 percentile  | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile  | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) | 14   | 11               | 9                | 11               |  |                  |                  |                  |
| Chinese Reading Test       |  |                  |                  |                  |  |                  |                  |                  |

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

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

Paste response to questions 1-6 here

Our school used the TCRWP format to collect information on all the students at the lower grades from K-2. However, the data collected was collected and processed in house.

| Grade    | Beginning | Intermediate | Advanced | Proficient |
|----------|-----------|--------------|----------|------------|
| Grade 01 | 66%       | 22%          | 12%      | 0%         |
| Grade 02 | 20%       | 46%          | 21%      | 13%        |

Progress toward proficiency in English is being achieved at a slower rate than projected. At fifth grade level, 50 percent of the beginners have been involved in ELL programs. 49 % of the 5<sup>th</sup> Grade students are not literate in English. It means that it will take these students two more years the program unless special interventions are designed to accelerate their progress toward proficiency in English. The data is used in selecting instructional strategies and ELL materials to help these students increase their mastery of the English Language.

A description of what revealed by the data patterns across proficiency levels (on the LAB-R) and grades:

In third grade, the number of beginners increased instead of decreasing indicating an influx of new ELLs and a lesser impact of our instructional ELL programs. The percentage of advanced ELLs steadily increased during five years. However the percentage of existing students does not follow a similar pattern.

A description of how patterns across NYSELAT modalities - reading/writing and listening/speaking - will affect instructional decisions:

Reading and writing remain low performing areas for our ELLs. None of our EL students has reached a proficiency level in writing. During 2010-2011, all the school efforts are directed at improving our ELLs performance rates in writing. All our current interventions are designed to achieve such goal. The focus of all our inquiry teams is on transforming all our students in effective writers.

An analysis of student results and the patterns across proficiencies and grades:

The number of exiting students is comparative low against the number of those who joined the ELL program five years earlier. What we have learned that regardless of the ELL interventions we have adopted, we were not successful in increasing the number of exiting students after the first three years. We also learned that students were very fluent in English. They were able to effectively communicate with their classmates but were struggling to master the academic language. Some are still after five years in the program struggling to write a grammatically correct complex sentences.

An explanation of how ELLs are faring in tests in English as compared to the native language:

Our ELL population is challenged in both L1 and L2 languages. Given the comparative results, the proficiency of ELLs in English and their native languages is the same: a coefficient of 3.7. Independent of the language used, the ELLs have difficulty expressing their thoughts in writing. They have not yet succeeded in mastering the academic language in L1 and L2.

A description of how the school leadership and teachers are using the results of the ELL periodic Assessments:

| Grade    | Level 1 |     | Level 2 |      | Level 3 |     | Level 4 |     |
|----------|---------|-----|---------|------|---------|-----|---------|-----|
|          | Gen     | ELL | Gen     | ELL  | Gen     | ELL | Gen     | ELL |
| Grade 03 | 0%      | 0%  | 50%     | 100% | 50%     | 0%  | 0%      | 0%  |
| Grade 04 | 8%      | 10% | 31%     | 39%  | 61%     | 51% | 0%      | 0%  |
| Grade 05 | 10%     | 33% | 31%     | 37%  | 58%     | 30% | 1%      | 0%  |

In Grade Five, 33% of ELLs performed at level one in ELA compared to 10% Gen Ed. students. This type of information is used by teachers and school management to re-focus instructional interventions and shift human and financial resources to meet the observed challenge.

An explanation of what the school is learning about ELLs from the Periodic Assessments:

Teachers and School administrators learn from the Periodic Assessment results that the ELLs in 4<sup>th</sup> and 5<sup>th</sup> grades need urgent support to achieve better results in the May 2011 ELA standardized test. Current ELA instructional strategies need to be revised since 43 to 60 percent of ELLs are performing below grade levels. These ELLs can be identified and re-assigned to skilled teachers to help them increase their reading and writing skills in English.

How is the Native Language used?

Not all ELLs are able to participate in an initial assessment program. When that happens, schools defer or exempt students from participating if they cannot speak, read, and write English. Consequently, the test results obtained by schools often give an incomplete and, sometimes, misleading picture of the quality of student achievement at the school. Thus, the official reported results may have little

## Part VI: LAP Assurances

educational attainment in the content areas and the provision of appropriate remediation to those students who need it. Content assessment in the student's native language is desirable because it helps eliminate the barriers created by tests written in English. Furthermore, Native

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

| Name (PRINT) | Title                | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
|              | Principal            |           | 11/1/10         |
|              | Assistant Principal  |           | 11/1/10         |
|              | Parent Coordinator   |           | 11/1/10         |
|              | ESL Teacher          |           | 11/1/10         |
|              | Parent               |           | 11/1/10         |
|              | Teacher/Subject Area |           | 11/1/10         |
|              | Teacher/Subject Area |           | 11/1/10         |
|              | Coach                |           | 11/1/10         |
|              | Coach                |           | 11/1/10         |
|              | Guidance Counselor   |           | 11/1/10         |
|              | Network Leader       |           |                 |
|              | Other                |           | 11/1/10         |

and arts and entertainment as an intervention, remedial, provides teachers with differentiated inquiry lesson and using standards based performance data to match instruction to individual students' needs.