



**Department of
Education**

Dennis M. Walcott, Chancellor



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

LUIS LLORENS CHILDREN'S ACADEMY

PS 114X

2011-2012

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

ADDRESS: 1155 CROMWELL AVENUE, BRONX, NY 10452

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SCHOOL: (09 X 114)

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
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. Vanessa Fong	Member/Teacher	
Ms. Cynthia Gehan	Chairperson, SLT	
Mrs. Amparito Wah	DC 37 Representative, if applicable DC 37 Representative, if applicable	
Ms. Maria Bethea Morena	UFT Delegate	
Mr. Ari Handwerker	Member/Teacher Volunteer	
Ms. Minerva Ramos	Member/Teacher	
Ms. Justina Roberts	Teacher Volunteer	
Ms. Nickada Lampley	CEC Member/ Parent	
Ms. Monique Silva	Parent	
Ms. Allison Bristol	Teacher Volunteer	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

1. Third, fourth and fifth grade students including the sub-groups (ELL, SWD, Black and Hispanic) performance levels will show one year of progress on the NYS tests in Mathematics and English Language Arts (ELA) in April 2012.

Comprehensive needs assessment

- NYS Report card data indicates that most students in Grade 3 performed at Level 3. However the students in Grades 4 and 5 performed below level. There is greater need to upgrade the instructional practice of all teachers.

Instructional strategies/activities

- Identification of students performing at levels 1 and 2 – a total of: 92 students in the current 4th and 5th grades.
- Based on results of test items analysis, identification of underperformed ELA standards and indicators.
- Use SWOT analysis to prioritize areas of underperformance in ELA and Math (standards and indicators)
- Create task force of 10 to 15 highly skilled teachers to identify and develop strategies to help identify underperformed students.
- Assign 10 to 14 identified underperforming to each teacher.
- Interventions in ELA and Math will take place in small groups of 5-9 students.
- Teachers will set annual learning goal in ELA and Math
- Students take practice test and use “Student’s Progress Checklist” to record performance
- Teachers create and provide opportunities for students’ self-assessment on an on-going basis
- Teachers and students build folders of program progress
- Teachers complete a monthly survey on program progress
- Teachers discuss, during grade conference and meetings, strategies to fulfill area(s) of shortcoming based on analysis by coaches and lead teachers
- Teachers meet with coaches and lead teachers, voluntarily and independently, to discuss status toward completing program in a timely fashion
- Teachers coordinate and collaborate, through grade planning sessions, their efforts to synchronize approaches to complete the mathematics and ELA curriculum.
- Teacher administers various assessments: baseline, predictive (Acuity), end of unit tests, weekly, etc.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

WEEK	DATE	MAIN FOCUS	DECISION	ACTION	EVIDENCE

Budget and resources alignment

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

1. Teachers will participate in activities that impact student learning through collegial inter-visitations, demonstration/observation and evaluation of instruction practice, and examination and grading of students' work by the end of the 2011 – 2012 school year.

Comprehensive needs assessment

- Students performance levels at the NYS math and ELA Tests in 2011 were below the state AYP requirements. The sub-groups of ELL and SWD did not score any additional points on the NYCDOE performance nor proficiency ratings. In addition, the JIT examination recommends that professional development must be followed up to ensure that the curriculum is based on the on learned practices and that lesson plans provide a high level of instructional expectations.

Instructional strategies/activities

- Three data repositories will be introduced to teachers: ARIS, ACUITY, and Teachers College.
- Teachers are trained to access and use these data effectively.
- Data on student performance will be retrieved and given to teachers to drive their instruction.
- Monitoring the data to drive instruction will take place through an examination of Teachers Assessment Binders (TAB).
- Continuous feedback on use of data will take place at all levels.
- Identification of students using 2010-2011 ELA and MATH results by retrieving NY Start data source.
- 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.
- On-going progress assessment in reading and writing (September '11 – June '12), RSA (September '11 to June '12), Progress check (September '11 to June '12), Baseline test (September '11), Midline test (January, 2012), End-line test (June 2012), Acuity Predictive Tests (October '11 to May '12).
- Students' self-assessment data chart with a focus to improve continuously (goal setting and revising)

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- Student checklists with data and attainment of individual goals.
- Progress analysis chart on each student
- Each student has a self-assessment competency profile
- Student folders/portfolios
- Parent participation in the learning process through visits, and workshops: hands-on training sessions to familiarize parents with student test requirements
- Teacher contact by phone, letters/notes, and e-mail to inform parents about students' progress

Budget and resources alignment

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To pursue a rigorous parent involvement policy to foster a relationship between home and school for effective student performance, through the Parent Coordinator, the School Leadership

Comprehensive needs assessment

- An in-depth parent involvement is necessary if the school is to succeed in its vision to have the community totally involve in the students learning and having an open door policy.

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

The school has a 100 Highly Qualified staff with Zero turn over for the past five years

Service and program coordination

- 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.

Budget and resources alignment

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Kindergarten through second grade students, general and all sub-groups (ELL, SWD, Black and Hispanics), will engage in academic learning curricula and extra curricula activities that results in high promotional performance levels at the end of the 2011 – 2012 school year.

Comprehensive needs assessment

The entire school population needs to be integrated both vertically and horizontally if all students are to be fully prepared for the NYS tests and for life long learning.

Instructional strategies/activities

- Identification of ELL students using 2009-2010 ELA and MATH results by reviewing ARIS data
- Identification of ELL students performing at levels 1 and 2 – a total of 98 students.
- Based on results of test items analysis, identification of underperformed ELA standards and indicators.
- Use SWOT analysis to prioritize areas of underperformance in ELA and Math (standards and indicators)
- Create task force of 8 to 10 highly skilled teachers to identify and develop strategies to help identify underperformed students.
- Assign 9 to 10 identified underperforming to each teacher.
- Interventions in ELA and Math will take place in small groups of 5 students.
- Teachers will set annual learning goal in ELA and Math
- Identification of other areas of learning needs with the involvement of the ELL student population.
- Establish learning opportunities, through normal instructional time and additional instructional time (extended Day, After School, and 3 Holiday Test Prep Academies, and Supplemental Education Service (SES)), for student to experience success and develop competency.
- On-going progress assessment in reading and writing (September '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).
- Students' self-assessment data chart with a focus on persistent and consistent improvement

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Strategies for attracting Highly Qualified Teachers (HQT)

The school has a 100 Highly Qualified staff with Zero turn over for the past five years

Service and program coordination

- Student checklists with data information
- Progress analysis chart on each student
- Each student has a self-assessment competency profile
- Student folders/ portfolios
- Parent participation in the learning process through visits, and workshops: hands-on training sessions to familiarize parents with student test requirements
- Teacher contact by phone, letters/notes, and e-mail to inform parents about students' progress

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	K			N/A	N/A	7		
1	1			N/A	N/A	7		
2	2			N/A	N/A	5		
3	3			N/A	N/A	10		
4	4	57	57	N/A	N/A	16		
5	5	40	40	N/A	N/A	15		
6	6							
7	7							
8	8							
9	9							
10	10							
11	11							
12	12							

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

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

Name of Academic Intervention Services (AIS)	Description
ELA:	Third, fourth, and fifth grade students receive small group instruction using <u>Coach publications</u> during extended time from 2:20 to 3:10 pm on Tuesday and Wednesday from September 2011 to June 2012; After School from 3:10 – 5:10 P.M. on Tuesday, Wednesday and Thursday from October 2011 to April 2012; and Saturday Academy from October 2011 to April 2012 from 8:30 A.M. to 12:30 P.M.. Supplementary Education Service (SES) by SCAN New York, a Community Based Organization (CBO), on Monday and Friday from November 2011to June 2012.
Mathematics:	Third, fourth, and fifth grade students receive small group instruction using <u>Coach publications</u> during extended time from 2:20 to 3:10 P. M. on Tuesday and Wednesday from October 2011 to April 2012; After School from 3:10 – 5:10 P.M. on Tuesday, Wednesday and Thursday from October 2011 to April 2012; and Saturday Academy from October 2011 to April 2012 from 8:30 A.M. to 12:30 P.M.. Supplementary Education Service (SES) by SCAN New York, a Community Based Organization (CBO), on Monday and Friday from November 2011to June 2012.
Science:	Students receive small group instruction using <u>Coach publications</u> during extended time from 2:20 to 3:10 P. M. on Tuesday, Wednesday and Thursday from October 2011 to May 2012; After School from 3:10 – 5:10 P. M. on Tuesday, Wednesday and Thursday from April 2012 to May 2012; and Saturday Academy from April 2012 to May 2012.
Social Studies:	Not Applicable
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor meets 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. The Guidance Counselors will conduct “Guidance Sessions in the classroom with all students. The main focus is entitled “Let’s Talk about It”. In addition, The Counselor meets with parents to discuss student behaviors and placements, conflict resolutions, IEP goal settings and finding outside authentic agencies or providers with required service for at risk students.
At-risk Services Provided by the School Psychologist:	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.
At-risk Services Provided by the Social Worker:	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.

At-risk Health-related Services:

Not Applicable

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09x114 **School Name:** Luis Llorens Torres Children's Academy

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

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

Category: Basic Focused Comprehensive

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

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

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

Students' performance levels on the NYS ELA Test in 2011 were below the state AYP requirements. All students as well as the sub-groups of ELL, SWD, LEP, Hispanics, Blacks, and Economically Disadvantaged did not score any additional points on the NYCDOE performance nor proficiency ratings. In addition, the JIT examination recommends that professional development must be followed-up to ensure that the curriculum is based on the learned practices, and that lesson plans provide a high level of instructional expectations.

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

All Third, fourth, and fifth grade students will receive small group instruction using Coach and Options publications during extended time from 2:20 to 3:10 pm on Tuesday and Wednesday from September 2011 to June 2012; After School from 3:10 – 5:10 P.M. on Tuesday, Wednesday and Thursday from October 2011 to April 2012; and Saturday Academy from October 2011 to April 2012 from 8:30 A.M. to 12:30 P.M.. Supplementary Education Service (SES) by SCAN New York, a Community Based Organization (CBO) from 2:20 to 5:30 pm on Monday and Friday from November 2011 to June 2012. K – 2 students will participate in a similar program provided by the same CBO on Tuesday, Wednesday, and Thursday.

Part B: For Title I SINI Schools Only

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

Funds will be allocated to purchase high quality staff and curriculum development contract in the following manner:

- A total of four sessions for staff development presenter equals 8 hours x 1 presenter x \$49.89 = \$399.12; and
- Study group of 4 teachers x 2 hours x 8 sessions x \$49.89 = \$3,891.42

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

Professional Development is coordinated and implemented by the Professional Development team, which includes: administrative personnel, ELA and math coaches, ELA and math Lead Teachers, English Language Learners (ELL) and Bilingual Coordinator and the Data Specialist. Teachers identified as in need of professional development will be assigned individual mentors, who will work with them on a six-week cycle. The team of mentors will reconvene, to discuss their experiences collectively. Teachers will be given a chance to share their thoughts and listen to the findings of their individual mentors. A new plan will be developed for further assistance, if necessary. Teachers will then be observed formally and informally by the administrative staff. Where deemed necessary, teachers will receive professional help from outside agencies and resource personnel. In addition, teachers will collect and analyze data from formal and summative assessments to set goals and drive instruction.

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.

The DOE standard Principal's Attestation letter will be sent to parents; the letter will be written in both English and Spanish. In instances where oral translation is needed, the 39 staff members, proficient in Bengali, French or Haitian Creole, will supplement. Additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives, will be done with translation services provided by our staff members.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Mr. Bob Cohen	District 09	Borough Bronx	School Number 114
School Name Luis Llorens Torres Children's Academy			

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

Principal Olivia Francis Webber	Assistant Principal George Ault, Tabatha Williams
Coach Donna Lubniewski, Literacy	Coach Cynthia Gehan, Mathematics
ESL Teacher Marissa Challenger	Guidance Counselor Patricia Ralph, Lisa Scott
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Johnathan Lorenzi
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	9	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	864	Total Number of ELLs	324	ELLs as share of total student population (%)	37.50%
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Part II: ELL Identification Process

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

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

At Public School 114X, there is a structure in place that helps in the initial identification of those students who may possibly be ELL. We have formed a committee to identify students pertaining to our English Language Learners' population. The committee consists of the ESL/Bilingual coordinator, ESL teacher, and a bilingual certified teacher. 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, the ESL/Bilingual coordinator meets with the parents to make an initial determination of the new student's home language. Parents are interviewed in their home language. If they need additional explanation to fill out the survey, the ESL teacher, ESL/Bilingual coordinator and/or a translator are available to help them. The student's record and parents' concerns, cultural background and parental responses to the Home Language Survey (HLIS) are taken into consideration to make the initial home language determination. Parents are informed of the school's Transitional Bilingual Education and ESL programs, the importance of their input by selecting one of the two programs offered, and to complete and return to the school, the Parent Program Selection form within ten days. Upon completion of the initial parental interview and Home Language Identification Survey (HLIS) the responses are reviewed by the ESL teacher or ESL/Bilingual Coordinator. Next, an informal interview of the student in native language and English is carried out. The ESL/Bilingual Coordinator signs the completed HLIS form and determines the status of the student. If the student is identified as an ELL, plans are made to administer the Language Assessment Battery-Revised test (LAB-R), to determine the level of proficiency of the student in English. This must be done within ten school days of admission. Lab-R test are manually scored. If the student scores are below proficiency, then the student is identified as a member of the ELL group. If the student is a Spanish dominant, the Spanish LAB test is administered. Once a raw score is obtained, the child is placed in a class by the ESL/Bilingual Coordinator after consultation with the grade assigned assistant principal.

Parents are notified of their child's eligibility for services and the child's placement is then discussed. During initial registration, the ESL teachers and Parent Coordinator discusses with the parents the program options available at the school. Once each program is explained, the parents are shown the New York City Department of Education parental video explaining their options. After that, parents decide which program option they want for their child. If the Parent Program Selection form is not returned to the school within the timeframe, then the default choice for the student is the Transitional Bilingual Program. For P.S. 114x, the default choice is the free-standing ESL program due to overcrowding in our Bilingual classrooms. Through out the school year, several meetings are conducted with parents who registered their child or children after the initial registration period. 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 level to better meet their academic needs. As part of our daily and after-school program, ELL are taught the necessary skills needed to master the contents of the NYSESLAT test using various materials and methodologies. These tests are administered by Ms. Challenger (Certified ESL teacher); Ms. Hegg (Certified ESL teacher), and Ms. Crispin (Certified Bilingual teacher). Students who score below proficiency on the LAB-R are eligible for state-mandated services for ELL.

Parent orientations are conducted by the Bilingual/ESL coordinator with the support of school administration and staff members, parent coordinator, and Academic Intervention Service (AIS) providers. During parent orientations, information about Bilingual/ESL services is disseminated; and parents are 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), Ms. Crispin and Ms. Challenger, and members of the LAP team, explain the three programs in detail. At these meetings, parents watch a video which shows an overview of each program. During this orientation meeting, Bilingual and ESL teachers are invited to discuss the program and what a typical day in each class looks and sounds like. This meeting takes place during pre-registration in the Spring and again in the Fall. Results data from the parent survey letters show that the majority of parents choose the Bilingual Transitional Program for their children.

After the initial contact with the new student, our school takes steps to stay in touch with ELL's 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 on 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, ELL 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 frame established curriculum is set aside to allow the ELL to take the test. 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 English monolingual classes. Students who transition to English monolingual classes receive Bilingual or ESL support for up to one year according with the CR Part 154.

Based on our records, more than 76 % of the parents choose Bilingual Transitional Programs for their children. The students' default choice is the free-standing ESL program due to overcrowding in our Bilingual classrooms. Parents' choice letters are kept in a binder in the main office under by 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.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s): N/A
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	2	2	1	1	1								8
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	0	0	1	0	2								3
Push-In	2	2	2	0	3	0								9
Total	3	4	4	2	4	3	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	324	Newcomers (ELLs receiving service 0-3 years)	250	Special Education	21
SIFE	22	ELLs receiving service 4-6 years	67	Long-Term (completed 6 years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	172	18	0	21	0	0	3	0	0	196
Dual Language										0
ESL	78	4	13	46	0	8	4	0	0	128
Total	250	22	13	67	0	8	7	0	0	324

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	21	36	48	32	31	27								195
Chinese														0
Russian														0
Bengali														0
Urdu														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	21	36	48	32	31	27	0	195						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: n/a

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 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
Spanish	5	2	9	23	19	36								94
Chinese														0
Russian														0
Bengali	1	2	1	4	3									11
Urdu														0
Arabic	1	2	1		1	1								6
Haitian														0
French		1			1	2								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	3	2	2	4								14
TOTAL	8	9	14	29	26	43	0	129						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

Description of how instruction is delivered:

In our Transitional bilingual instructional program all subjects are taught through two languages--English and Spanish. English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and the native language (Spanish) 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 (Spanish) as needed. As proficiency in English increases, instruction through the native language decreases.

Our school has adopted the the Late-Exit Transitional/ Developmental or Maintenance model. Our main goal is to develop academic proficiency in English and Spanish. As a transitional program, emphasis is placed on developing students' first language and more emphasis on the first language as a bridge to English language development. The adopted developmental programs place equal emphasis on developing and maintaining students' primary language and English language proficiency. Our instructional program choice is based on the fact that 90 percent of our ELL students are from the same language background. The curriculum team believes that our ELL students need a significant amount of instruction in native language while continuing to increase instruction in English (4-6 years). Furthermore, there are sizable groups of ELLs who speak the same language and are in the same grade. The school has only five Bilingual teachers available to teach in the lower elementary grades. The teachers are proficient in using both languages for academic instruction. They are highly skilled in developing literacy in the primary language as foundation for English reading.

In some classes, teachers have introduced an instructional approach that is used to make academic instruction in English help ELLs develop greater understanding, acquire proficiency in English and achieve mastery in content knowledge. In the sheltered classroom, teachers 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:

ELA and Math assessments results, informs the instructional organizational models. Push-in (Co-Teaching) , Pull-out, Collaborative instructional approaches are used at different grade levels to help meet the learning needs of the ELL population. Heterogeneous classroom arrangements have been our school preferred model in 2010-2011 school year. Students with mixed proficiency levels are placed in the same class. 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 for instruction. Classes are formed according to the students' performance levels and follow one of these 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 is taught predominantly in Spanish. English as a Second Language is taught daily because of the urgent communication needs of certain ELL students. Science and Social Studies are taught three times a week in Spanish and twice in English or vice versa. 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 thrice in Spanish and twice in English or vice versa. Again, instructional sessions are 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 is taught in Spanish; English Language Arts is taught 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 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.

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. The Family Support Outreach Team 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 to meet their learning needs and improve their academic achievement. The students received differentiated instruction at a modified level. The pull-out model is applied to foster the ELL students' academic growth through a variety of lessons that meet their specific needs.

Teachers will develop vocabulary through flashcards, word games, word work, and a variety of word building activities. A variety of ESL

A. Programming and Scheduling Information

methodologies will be utilized. Among them, scaffolding of texts and instructions, creating a classroom environment that is risk free and print rich with student created work, 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. Special instructional programs using a variety of computerized reading programs are in placeto help our ELL students with IEPs master both ELA and Math.

An explanation of how the staffis organized:

ESL students are instructed 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 languageproficiency levels within a 1-2 grade span. Placement in a level within the program is flexible andis re-evaluated annually or upon teacher request given the progress of the student.Additional instruction is provided through After-School programs. LEP students are eligible for Saturday and Vacation Academies for which theyqualify. In addition, support services such as guidance and health services are available to all LEPstudents. 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			
ESL	= 180 minutes	180 minutes	180 minutes
Contents	= 90 minutes	90 minutes	180 minutes
Mathematics			
Science			
Social Sciences			
Auxiliaries	= 90 minutes	90 m inutes	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. The following guidelines have been applied in our school: (1) Students with 1.0 Beginning Level or 2.0 Entering Level of English proficiencyreceive ESL and NLA pull-out instruction daily (45to 90minutes); (2) Students with 3.0 Developing Level of English proficiency receive ESL or NLA pull-outinstruction 2-3 times per week (no more than 45-minutes); (3) Students with 4.0 Expanding Level of English proficiency receive ESL or NLA pull outinstruction 1-2 times per week (no more than 45-minutes). However, studentswho are approaching fluency status and are at grade level performance may be serviced on aconsultative basis. ESL students at high levels of English proficiency andperforming on or above grade level do not

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
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.			
model of instruction can accommodate students from different language backgrounds in the same class. 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 and backgrounds of the students.			
necessary (bilingual dictionaries, textbooks in native language, etc.)			
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			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

A. Programming and Scheduling Information

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.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Target population: 1st and 2nd grade students

Total number of students: 126

Situation assessment:

In-house reading assessments results indicate that 42 percent of the 1st and 2nd grade students have poor reading skills which have led 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 continuous assessments, we are able to identify the English language learners (ELL) 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 involves teachers, students, and parents. 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. Ultimately students will be able 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 academic year, the curriculum team has designed the early reading intervention program for ELL students to include the five elements of effective instruction. Namely, 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. 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; followed by classroom discussions and students' questioning. Emphasis 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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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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 and provide ongoing support to students before they fall behind. Current interventions provide the opportunity for all students to learn Math regardless of part or early performance deficits. Selection of instructional materials

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Courses Taught in Languages Other than English

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Math:

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 address 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 elevate teachers' knowledge about what it means to teach ELL.

Conditions for Professional Development.

School policies which support coherent and integrated professional development. school-sponsored workshops on topics such as cooperative learning techniques, meeting the needs of at-risk students, and internet training for teachers. there is a coherent and integrated professional development plan that grows out of the school's vision for student success to which teachers and administrators are committed. A school leadership that considers student, teacher, and organizational learning a priority. The principal has current and substantive knowledge about effective teaching and learning for students and adults and knowledge about trends in effective professional development and the education of English language learners. The principal safeguard teacher and student time, engage the entire staff in taking responsibility for the education of English language learners, model collegial relationships with teachers and students, and participates actively in the learning community of the school.

Sufficient time and resources are allocated for professional development. Teachers work together in new ways in order to improve schooling for all students. They work together to tackle the complexities of teaching in a culturally diverse school. There is on-going professional development that promotes school-based inquiry and continual improvement. There exists a fusion of ESL, bilingual, and content teachers or interdisciplinary teams of teachers to support the academic success of all students. Staff members are encouraged and given the opportunity to continually improve their ability to manage a student-centered classroom, accommodate heterogeneous arrangements, and integrate first and second language into the content areas. Interdisciplinary teacher teams work collaboratively to develop and revise curriculum, plan schedules, discuss student learning, and share successful practices. Staff members are expected to hold each other accountable through peer coaching, peer evaluation, and teacher portfolio presentation. During the school-based inquiry teachers will seek information to explain their students' performance. They will look at research and school-based professional development models, examine student achievement data and the school's progress report, and create a plan to improve students' literacy as compared to peer schools and city-wide performances. Additionally, teachers will engage in standards analysis, look deeper at student work, engage in peer visitations, and discuss selected of professional literature.

In short, during the 2011-2012 school year, the ESL push-in and classroom teachers as well as 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;

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- 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, 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;
- purchased resources for teachers, such as Foundations and Avenues, and training in their applied uses
- Inter-visitations to observe and co-teach in bilingual/ESL classes emphasizing best practices, expansion of vocabulary, scaffolding and the differentiation of instruction

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- purchased resources for teachers, such as Foundations and Avenues, and training in their applied uses
- Inter-visitations to observe and co-teach in bilingual/ESL classes emphasizing best practices, expansion of vocabulary, scaffolding and the differentiation of instruction
- Learning Walk Feedback

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

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?

Parental involvement is critical to the academic success of our ELL. Parents are made active partners in the development and implementation of academic interventions. The aim is to help ELL become fluent in English. Parents are coached to seek support to help their children succeed. They are often directed during seminars and workshops for parents. Parents are provided with knowledge on how to take advantage of community-based programs designed to meet the learning needs of their children.

Parents serve as members of the School Leadership Team. They decide on how the school budget allocation is disbursed and how selection criteria to beneficiaries are developed and set. The school uses community resources to expand academic programs to reach all students. Community organizations such as The N.Y. Yankees, Bronx Park Services, local 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.

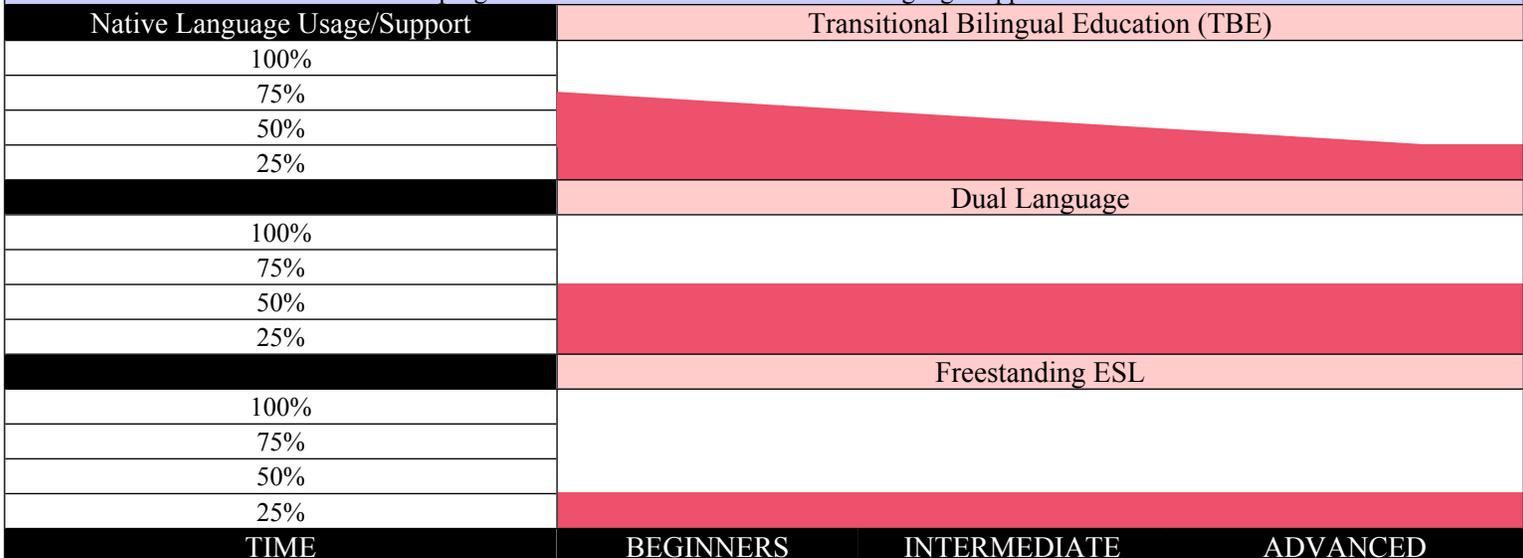
Parents' needs are known through official and in-house surveys. The DOE's Annual Environment Survey provides us the information that we need to take corrective measures to effectively respond to parents' concerns especially about safety and discipline issues. The training that the school offers to parents 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"; and "How to get the assistance that you need for your children." Parents have responded positively at all levels.

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 5-14 here

Target population: 1st and 2nd grade students

Total number of students: 126

Situation assessment:

In-house reading assessments results indicate that 42percentof 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 (ELL) 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 involves teachers, students, and parents. 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 alphabetsystem, or the letter-sound correspondences, and spelling patterns.Ultimately students will be able 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 academic year, the curriculum team has designed the early reading intervention program for ELL students to include the five elements of effective instruction. Namely, 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. 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 feeedback; followed by classroom discussions and students' questioning. Emphasis 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 and provide ongoing support to students before they fall behind. Current interventions provide the opportunity for all students to learn Math regardless of part or early performance deficits. Selection of instructional materials

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
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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 address 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 elevate teachers' knowledge about what it means to teach ELL.

Conditions for Professional Development.

School policies which support coherent and integrated professional development. school-sponsored workshops on topics such as cooperative learning techniques, meeting the needs of at-risk students, and internet training for teachers. there is a coherent and integrated professional development plan that grows out of the school's vision for student success to which teachers and administrators are committed. A school leadership that considers student, teacher, and organizational learning a priority. The principal has current and substantive knowledge about effective teaching and learning for students and adults and knowledge about trends in effective professional development and the education of English language learners. The principal safeguard teacher and student time, engage the entire staff in taking responsibility for the education of English language learners, model collegial relationships with teachers and students, and participates actively in the learning community of the school.

Sufficient time and resources are allocated for professional development. Teachers work together in new ways in order to improve schooling for all students. They work together to tackle the complexities of teaching in a culturally diverse school. There is on-going professional development that promotes school-based inquiry and continual improvement. There exists a fusion of ESL, bilingual, and content teachers or interdisciplinary teams of teachers to support the academic success of all students. Staff members are encouraged and given the opportunity to continually improve their ability to manage a student-centered classroom, accommodate heterogeneous arrangements, and integrate first and second language into the content areas. Interdisciplinary teacher teams work collaboratively to develop and revise curriculum, plan schedules, discuss student learning, and share successful practices. Staff members are expected to hold each other accountable through peer coaching, peer evaluation, and teacher portfolio presentation. During the school-based inquiry teachers will seek information to explain their students' performance. They will look at research and school-based professional development models, examine student achievement data and the school's progress report, and create a plan to improve students' literacy as compared to peer schools and city-wide performances. Additionally, teachers will engage in standards analysis, look deeper at student work, engage in peer visitations, and discuss selected of professional literature.

In short, during the 2011-2012 school year, the ESL push-in and classroom teachers as well as 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;

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- 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, 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;
- purchased resources for teachers, such as Foundations and Avenues, and training in their applied uses
- Inter-visitations to observe and co-teach in bilingual/ESL classes emphasizing best practices, expansion of vocabulary, scaffolding and the differentiation of instruction

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- purchased resources for teachers, such as Foundations and Avenues, and training in their applied uses
- Inter-visitations to observe and co-teach in bilingual/ESL classes emphasizing best practices, expansion of vocabulary, scaffolding and the differentiation of instruction
- Learning Walk Feedback

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?

Parental involvement is critical to the academic success of our ELL. Parents are made active partners in the development and implementation of academic interventions. The aim is to help ELL become fluent in English. Parents are coached to seek support to help their children succeed. They are often directed during seminars and workshops for parents. Parents are provided with knowledge on how to take advantage of community-based programs designed to meet the learning needs of their children.

Parents serve as members of the School Leadership Team. They decide on how the school budget allocation is disbursed and how selection criteria to beneficiaries are developed and set. The school uses community resources to expand academic programs to reach all students. Community organizations such as The N.Y. Yankees, Bronx Park Services, local 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 known through official and in-house surveys. The DOE's Annual Environment Survey provides us the information that we need to take corrective measures to effectively respond to parents' concerns especially about safety and discipline issues. The training that the school offers 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"; and "How to get the assistance that you need for your children." Parents have responded positively 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	17	19	6	13	9								83
Intermediate(I)	19	20	23	16	24	10								112
Advanced (A)	5	22	11	29	24	17								108
Total	43	59	53	51	61	36	0	0	0	0	0	0	0	303

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	6	4	1	3	7	0							
	I	8	4	6	4	7	6							
	A	19	30	26	18	24	22							
	P	10	32	20	34	33	15							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	B	16	17	19	5	12	9							
	I	22	21	23	17	25	10							
	A	3	17	11	29	22	16							
	P	2	15	0	8	11	8							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	28	9	0	52
4	30	32	4	0	66
5	23	14	2	0	39
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8	2	33	3	11	1	0	0	58
4	25	4	36	2	4	0	1	0	72
5	17	2	16	1	7	0	0	0	43
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	13	7	28	5	16	1	1	0	71
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				

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	36	25	30	16				
Chinese Reading Test								

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

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

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

PS 114 X has used during 2010-2011 ELSOL initially from September 2010 to January 2011 and a transition to Teachers College was made from February to June 2011 for all grades. Assessment is administered once a year at our school. Group activities are designed for each grade and adapted to the time of year. Individual activities allow each child to be assessed at as many progressively higher levels as he or she can master. In 2011-2012 a new program, Reading Street, has been adopted to instruct the ELL in English Language Arts.

Additional Information

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

P.S.114X has adopted "Achieve3000" as an intervention and supplement to our literacy curriculum for the third, fourth, and fifth bilingual and ELL classes. Furthering our commitment to differentiated instruction and recognizing the importance of non-fiction reading and writing to the development of critical thinking among our English Language Learners, this web based literacy program allows our students an opportunity to master comprehension and writing skills at their own pace.

"Achieve3000" offers the program in Spanish, English with Spanish support, and English. The program addresses the needs of English Language Learners (ELLs) including Students with Interrupted Formal Education (SIFE) and long-term ELL (LTE). It is intended to develop skills in reading comprehension, vocabulary, and writing. The program is designed for twelve different reading levels. Students have access to high interest articles that are motivating and relevant to various areas of study, e.g., health, history, education, the environment, technology, business, spotlight on people, elections, and arts and entertainment. As an intervention, "Achieve3000" provides teachers with differentiated literacy lesson and standards-based performance data to match instruction to individual students' needs.

Part VI: LAP Assurances

School Name: Luis Llorens Torres

School DBN: 09X114

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

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

School Name: Luis Llorens Torres

School DBN: 09X114

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		11/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x114 **School Name:** Luis Llorens Torres Children's Acad

Cluster: 06 **Network:** HOT 104

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

Part A: Needs Assessment Findings

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

There are 338 students registered in the school as in need of translation and oral interpretation. The Home language survey is used initially to determine the necessary communication method. The school communicates with parents in both English and Spanish in written form. On site, resident translators interpret as the need arises. There is one resident Bengali, a paraprofessional, who interprets whenever the situation demands.

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 from Hispanic parentage. As such, there is need for the school to communicate with the public in both English and Spanish when parents visit for all occasion: Parent/teacher conferences, Parent association meetings, Parent Workshops, Student Assemblies, Student Fairs and Presentations, etc. Every piece of information that goes public has to be in both languages. Also, there needs to be personnel readily available to translate and/or interpret information. The public was informed that the school has the ability to accommodate the need for translation and interpretation. Posters are posted around the building and flyers are given to parents and visitors stating that parents can be assured that they will get immediate response to their questions or concerns at all times.

Part B: Strategies and Activities

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

The written translation services are provided by the school staff. The Pupil Accounting Secretary is the first line of translation. All letters, flyers, monthly calendars and posters are written in both languages before distribution or posting.

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.

Oral interpretation is immediate and will be provided by any of 39 staff members. This will meet the public's need for oral interpretation in Spanish, Bengali, French or Haitian Creole.

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 Spanish and English in and around the building. Translations will be available for all participants or attendees at workshops, conferences, socio-cultural presentations, graduation exercise, etc. The school staff will provide the services.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The intervention programs serve ELL students in the third, fourth and fifth grades. The After School program will be held on Tuesday, Wednesday, and Thursday from 3:10 to 5:10. The program will start on October 4, 2011 and end on April 26, 2012. IT will service approximately 80 to 100 ELL students. The three Bilingual/ESL and four content area teachers are fully qualified and certified. Rotating groups will be implemented so that all students receive appropriate language development support from a certified ESL/Bilingual teacher. The 3 holiday academies: Winter Academy (December 27 - 29, 2011) , Mid-winter Holiday Academy (February 21 - 23, 2012), and Spring Academy (April 10 - 12, 2012) will service between 80 to 90 students each session.

The ELL After-School Program and the three holiday academies will provide assistance in building stamina for the ELA and Math Standardized examinations. Also, students will receive exposure in test taking skills, and review relevant and related types of examination questions to build competency. The main objective of these intervention program is to increase the English language acquisition skills, orally and verbally, of ELL students. The students will be grouped homogenously according to their NYSELA and Math tests 2011 scores and teachers' judgment. The language of instruction will be in English. All the classrooms have the Total Collection Library (Seedling Books), which covers a wide variety of fiction and nonfiction topics written for a wide range of reading levels. These books promote reading fluency, build background knowledge, increase vocabulary, and allow for independent reading. Each book contains units for speaking, listening, reading and writing which are the focused areas of the tests. Also, Reader's Theater books are used to reinforce instruction and provide teachers with different kinds of ESL teaching methods: to introduce and/or reinforce vocabulary and increase reading fluency. The plays are geared to help students, who are at different levels, in the acquisition of the English language. The plays are presented in a non-threatening manner so that students feel more incline to participate. Teachers will incorporate NYS Coach ELA and Math books as supplementary materials in their lessons. The lessons will provide clear and concise skill reinforcement to support curriculum goals, promote success on the exam, and help students overcome daily language barriers.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Professional Development is coordinated and implemented by the Professional Development team, which includes: administrative personnel, ELA and math coaches, ELA and math Lead Teachers, English Language Learners (ELL) and Bilingual Coordinator and the Data Specialist. Bilingual/ESL After School teachers will be provided with professional development workshops on teaching methods and best practices; they will in turn apply the strategies in teaching the students during After School hours. There will be 3 hours of professional development.

Teachers will also, participate in a study group focusing on the book “Balancing Reading & Language Learning”. This book is a resource for teaching English Language Learners, in third, fourth, and fifth grades. The book focuses on how to integrate effective reading instruction with effective language instruction. These workshops are geared towards enhancing the teachers’ knowledge in guiding their students in acquiring and master the English Language. The study group will meet from February to April 2012 every Thursday from 3: 11 to 4:11 p.m. The participants will be the 5 teachers in the Title III program; however, the study group is also open to all teachers of ELL students. The topics that will be discussed are as follows: knowing each English language Learner; Reading to, with, and by children; read-aloud; thematic planning; shared and guided reading. The final topic that we will addressed is oral language development in the target language, grouping students for instruction, aligning instruction with the NYS standards and test-taking strategies geared towards NYS ELA and MATH tests 2012.?????

Part D: Parental Engagement Activities

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

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

Begin description here: Refreshment for parent during the following events: (1) Honor Roll Award Ceremonies on October 2012 and March 2012. The guidance counselors will present and distribute medals and certificates to students from 8:30 to 9:30 am; (2) Annual Perfect Attendance Award Ceremony on May 2012 form 8;30 to 9:30 am. The Attendabce Office personnel will officiate); and (3) NYSESLAT, NYS ELA and Math Test Prep workshops on January 28, 2012 and March 15, 2012. The math and literacy coaches will present from 5:30 to 7:30 pm. Parents will be notified by letters in English and Spanish; and through the monthly school calendar.

Part E: Budget

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

Allocation Amount: \$40896

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	\$34,090.86	126 hours of per session for ESL teachers to support ELL students in

Part E: Budget

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

Allocation Amount: \$40896

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		the After School program from 3:10 – 5:10 P.M. on Tuesdays ,Wednesdays and Thursday from October 2011 to April 2012 <ul style="list-style-type: none"> • Per session: 150 hours x 4 Teachers x \$50.06 = \$ 30,036 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 (9 Hours x 3 teachers x \$49.89). <ul style="list-style-type: none"> • Per Session: 9 hours x 3 Teachers x \$50.06 = \$1351.62 (Holiday Test Prep) • Per Session: 9 hours x 3 Teachers x \$50.06 = \$1351.62 (Mid-Winter Recess Break) • Per Session: 9 hours x 3 Teachers x \$50.06 = \$1351.62 (Spring Academy) Total: \$1351.62 x 3 = \$4,054.86
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$3,602.96	A total of four sessions for staff development presenter <ul style="list-style-type: none"> • Per session: 8 hours x 1 presenter x \$49.89 = \$399.12 • Study group of 4 teachers x 2 hours x 8 sessions x \$50.06 = \$3,203.84
Supplies and materials	\$2,702.18	Books and other materials will be

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

Allocation Amount: \$40896

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		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.
Educational Software (Object Code 199)		
Travel		
Other	\$500.00	Parent involvement: Refreshment for Parent/Teacher Conferences, Honor Roll Award Ceremony (2x annually), Annual Perfect Attendance Award Ceremony (2x per year), and NYSESLAT, NYS ELA and Math Test Prep workshop informational meetings
TOTAL	\$40,896.00	\$40,896.00