



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: LUIS LLORENS TORRES CHILDREN'S ACADEMY

DBN: 09X114

PRINCIPAL: MRS. OLIVIA FRANCIS-WEBBER

EMAIL: OFRANCI2@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mrs. Olivia Francis-Webber	*Principal or Designee	
Ms. Khiera Kersey-Heggs	*UFT Chapter Leader or Designee	
Mrs. Yonancy De Jesus	*PA/PTA President or Designated Co-President	
Ms. Vanessa Fong	DC 37 Representative, if applicable	
Mrs. Amparito Wah	CBO Representative, if applicable	
Mr. Ari Handwerger	Member/	
Ms. Nora Mercado	Member/	
Ms. Angelica Mercado	Member/	
Ms. Cruz	Member/	
Ms. Shetarra Bagum	Member/	
Ms. Arlene Aswad	Member	

** Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

Service and program coordination

1. Complete teacher program progress survey analysis at the end of September
2. Discuss results of student data analyses through Grade conference
3. Display publicly data on student achievement and progress by grade and class
4. Facilitate grade conferences and sit-in on planning/meeting sessions (Lead teachers and coaches)
5. Collate data binders on students' progress (Teachers)
6. Maintain students' independent progress binders (Teachers and Administration)
7. Conduct need assessment survey among teachers by lead teachers and coaches
8. Submit reports on all grade conferences and meetings to grade supervisors at 8:30 AM on the Monday following each session in the following format:

WEEK	DATE	MAIN FOCUS	DECISION	ACTION	EVIDENCE

2.4 Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
..The principal should ensure that when budgetary allocations are reduced , items that support instruction,[are] prioritized (JIT, May 24 – 25, 2011, p. 7)	To make strategic decisions to organize resources concerning programmatic, and fiscal capital so that school improvement and student goals are achieved.		K-5 students including the sub-groups (ELL, SWD, Black and Hispanic)	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost

<p>-Third, fourth, and fifth grade students receive small group instruction (a) during extended time from 2:20 to 3:10 pm on Tuesday and Wednesday from September 2013 to June 2014; (b) After School from 3:15– 5:15P.M. on Tuesday, Wednesday and Thursday from October 2013 to April 2014; © K – 5 students receive small group instruction during Saturday Academy from October 2013 to April 2014 from 8:30 A.M. to 12:30 P.M.; and (d) academic Intervention Services (AIS) from outside resource personnel from November 2013 to April 2014</p>	<p>October 2013to April 2014</p>	<p>Teachers, Administrators and AIS resource persons</p>	<p>Title I Priority/Focus Allocation</p>	<p><u>Engagement</u></p> <ol style="list-style-type: none"> 1. PD Per Session: (Nov. 6, 2013 to April 11, 2014): 120 hours x \$49.58 2. Test Prep After School (Nov. 6, 2013 to April 11, 2014): 6 Teachers at \$49.58 per hr for 127hours = 762 hrs. x \$49 . 58 3. Holiday Academy (March 26 – 28, 2014): 7 Teachers at \$49.58 per hr. for 12 hours= 84 x \$49. 58 4. RTI: 10 Instructors @ \$16 per hour for 12 for 16 weeks (January 00, 2014 to April 11, 2014) = 10x12x16x\$16 5. Inquiry Per Session: <ul style="list-style-type: none"> • 1 supervisor 6. Supplies 7. Textbooks 8. Technology Software 9. Non-contractual Miscellaneous 	

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

School administrators and teachers should work collaboratively to develop curriculum maps that identify the key skills necessary to support the learning needs of students, and as informed by data analysis.
(JIT May 24 – 251, 2011, p. 3)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

3.5 The school leader and teachers develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

Teachers and school leaders will use student data to engage in strategic action planning that informs instruction and results in greater student progress reflected in the NYS Test results in April 2014.

Instructional strategies/activities

a)

- Introduce three data repositories to teachers: ARIS, ACUITY, and Teachers College.
- Train teachers to access and use these data effectively.
- Retrieve data on student performance and give it to teachers to drive their instruction.
- Identify students' levels of performance using the 2013 ELA and MATH results from NY Start data source.
- Review in-depth the Danielson Framework for Teaching
- Develop a school wide Coaching Model: short and frequent cycles of classroom observation with timely feedback and collaborative conversation about student work,
- Provide professional development for teachers by teachers on the Danielson Teaching framework
- Provide training to teachers on Effective Teaching – “What it looks and sounds like.”
- Use shared language to discuss what is working and what is needed for improvement
- Implement decisive action to improve instructional practice.
- Complete a number of Teach scape (Danielson's electronic provider) training webinars to learn how to use this tool in the most efficient and effective manner to ensure:
 - Timely and meaningful feedback aligned to Danielson Framework for Teaching
 - Accurate documentation
 - On-going support and resources
 - Participating in conversation about curriculum progression, lesson plans, and student work

b) Data Coach, Curriculum Team, Principal, Assistant principals, Literacy and Math coaches, Outside Resource Personnel from Danielson Framework Consultancy, Network 534 Personnel

c) Teachers, Para-professionals, and administrators

d) July to August 2013; September –October 2013; September '13 to June '14 On-going progress assessment in reading and writing (September '13 – June '14), RSA (September '13 to June '14), Progress check (September '13 to June '14), Baseline test;

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants X Other: Title I Priority/Focus Allocation

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

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

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

Major Recommendation

School leaders should establish protocols for lesson planning that ensure that the timing of lessons is effective and that the best use of time is made to maximize student learning. Lesson plans and the use of time in classrooms should be a focus of observation by school leaders.
(JIT, May 24 – 25, 2011, p. 4)

Tenet #4 TEACHER PRACTICES AND DECISIONS

4.2 Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry

4.2 Instructional Practices and strategies

4.3 Comprehensive plans for teaching student learning

4.4 Classroom environment and culture

4.5 Use of data, instructional practices and

Annual Goal #3

To apply a framework that guides lesson delivery which focuses on classroom environment, planning and preparation, questioning, assessment, student learning, student knowledge and practice, student involvement and participation, and rapport informed frequent teacher observations and feedback by school leaders from September 21013 to June 2014.

Instructional strategies/activities

- a) - Creating curriculum maps that identify unit and weekly skills based on standards
- Administering benchmarks to determine the gap between where students are and where they should be; and designing and implementing strategies that will bridge the gap.
- Using students' results to set improvement goals by creating a rubric to measure progress toward mastery.
- Facilitating teachers' led class discussions of results of classmates and design approaches to improve students' performance.
- Utilization by teachers of Danielson framework for lesson delivery; utilization of such a framework by administrators for formal observation.

- b) School leaders, curriculum team, Literacy and Math coaches, Outside Resource Personnel from Danielson Framework Consultancy, Network 534 Personnel

- c) Teachers (classroom and OTPs), F-status teachers

- d) September 2013 to June 2014

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-Title I Priority/Focus Allocation

Service and program coordination

. Teachers will participate in several professional development sessions around "Looking at Common Core Resources to Support Academic Rigor", "Developing CCLS based units and performance based tasks within competencies using the "Understanding by Design process", "Adapting and implementing the Danielson Framework for Teaching", and "Understanding Citywide Expectations, Introduction to CC Library and Resources, and The Task Bundles" provided by Network 534



GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

Engage families in school decision-making, activities and an exchange of information regarding students' progress toward school and class expectations (SQR 2.4, May 30 – 31, 2012, p. 7)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

6.2 The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage in school activities and programs leading to increased student success.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5 Use of data and families

Annual Goal #5

Families will consistently engage in open discussions that promote trust and clear expectations for student growth in academic performance and disciplined behavior from September 2012 to June 2013.

Strategies to increase parental involvement and engagement

- Ongoing parent workshops such as ARIS, Teacher Effectiveness, Common Core, State Standards, Grade Level Curriculum, etc., needed to inform and involve them in the planning and decision making in support of their children's education. Materials and hands-on-training in literacy, math and use of technology will be provided.
- Conversations led by teachers about content knowledge with regard to the Common Core Learning Standards and student learning ethics during parent meetings (Parent/Teacher Conferences, Parent Association, School Leadership Team, Curriculum Night, Math Extravaganza, Art Evening, Science Fair; Parent Request, Teacher Scheduled Invitation
- Information sharing sessions on school reports (SCEP updates, State Test information, Common Core learning Standards, Quality Review, Progress Report, Learning Environment Survey) and Department of Education Citywide Expectations during parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Provision of professional development opportunities to school staff based on the Translation and Integration policy to strengthen and improve parents outreach, communication skills and cultural competency in order to achieve the school's goals, vision and mission, student expectations.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

Service and program coordination

- Monthly school calendar of event dates which embodies notices of meetings, invitation to student activities, etc
- Curriculum and program information are sent to parents
- Provision of opportunities for parents to participate in LES online.
- Discussions by teachers discuss student progress and assist parents in working with their children
- Encouragement of parent participation in the School Leadership Team.
- Promotion and support to the Parent Association in all its activities.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Reading and Informational Text • Writing and Language • Reading and Literature 	<p>Small group/One-on-One Instruction</p> <p>Ongoing co-teaching/planning among ELL and SWD teachers</p> <p>One-on one coaching between teacher and coaches/lead teachers</p> <p>Student goal setting, portfolio, rubric and graphic organizers</p> <p>Differentiated instruction</p> <p>Word Walls</p> <p>Ongoing communication with parents /guardians</p> <p>Use of technology for exploration of the Internet and application of Microsoft Word program</p>	<p>Extended Time: 2:20 to 3:10 pm on Tuesday and Wednesday from September 2013 to June 2014</p> <p>After School: 3:15– 5:15 P.M. on Tuesday, Wednesday and Thursday from October 2013 to April 2014;</p> <p>Saturday Academy: October 2013 to April 2014 from 8:30 A.M. to 11:30 A.M.</p> <p>Holiday Academies: 9:00 A.M. to 1:00 P.M. - December 26- 28 , 2013 - February 15- 17, 2014 - April 18- 20, 2014</p>
Mathematics	<ul style="list-style-type: none"> • Number and Operations in Base Ten and Fractions • Number Operations and Algebraic Thinking • Number and Operations – Fractions • Measurement, Data, and Geometry 	<p>Small group/One-on-One Instruction</p> <p>Ongoing co-teaching/planning among ELL and SWD teachers</p> <p>One-on one coaching between teacher and coaches/lead teachers</p> <p>Student goal setting, portfolio, rubric and graphic organizers</p> <p>Differentiated instruction</p> <p>Word Walls</p> <p>Ongoing communication with parents /guardians</p> <p>Use of technology for exploration of the Internet and application of Microsoft Word program</p>	<p>Extended Time : 2:20 to 3:10 pm on Tuesday and Wednesday from September 2013 to June 2014</p> <p>After School: 3:15– 5:15 P.M. on Tuesday, Wednesday and Thursday from October 2013 to April 2014</p> <p>Saturday Academy: October 2013 to April 2014 from 8:30 A.M. to 11:30 A.M.</p> <p>Holiday Academies: 9:00 A.M. to 1:00 P.M. - December 26-28 , 2013 - February 15- 17, 2014 - April 18- 20, 2014</p>

Science	Fourth grade Scope and Sequence published by NYCDOE	<p>Small group/One-on-One Instruction Flexible Times at least 5 times per week throughout school year 2013 – 2014</p> <p>Ongoing co-teaching/planning among ELL and SWD teachers</p> <p>One-on one coaching between teacher and coaches/lead teachers</p> <p>Student goal setting, portfolio, rubric and graphic organizers</p> <p>Differentiated instruction</p> <p>Word Walls</p> <p>Ongoing communication with parents /guardians</p> <p>Use of technology for exploration of the Internet and application of Microsoft Word program</p>	<p>After School: 3:15 – 5:15 P. M. on Tuesday, Wednesday and Thursday from April 2014 to May 2014</p> <p>Saturday Academy: April 2014 to May 2014. from 8:30 A.M. to 11:30 A.M</p>
Social Studies	Not Applicable		
At-Risk Services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Counseling Intervention Services: “Let’s Talk about It</p> <p>Meeting 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.</p>	The Guidance Counselor meets with students 1-2 times per week in small groups or on a 1:1 ratio. They will follow the Push-in and pull-out model.	<p>During the regular school day: 8:00 A.M. to 2:20 P.M. September 2013 to June 2014</p> <p>Extended Time: 37.5 minutes Tuesday, Wednesday and Thursday September 2013 to June 2014 from 2:20 to 3;10</p>
	<p>Students are identified and provided psychological Intervention services</p> <p>Students are evaluated to determine their current status in a program. Parents are given detailed explanations of the process through several scheduled meetings.</p> <p>Follow-up actions to resolve student cases with outside agencies.</p>	Pull-out program	<p>During the regular school day: 8:00 A.M. to 2:20 P.M. September 2013 to June 2014</p> <p>Extended Time: 37.5 minutes Tuesday, Wednesday and Thursday September 2013 to June 2014 from 2:20 to 3;10</p>

	<p>Students are identified and counseled, as needed, to deal with personal social problems which they encounter in settings other than school.</p> <p>Parents are informed of due process rights; they are helped step- by- step to resolve issues.</p>	<p>Pull-out program</p>	<p>During the regular school day: 8:00 A.M. to 2:20 P.M. September 2013to June 2014</p> <p>Extended Time: 37.5 minutes Tuesday, Wednesday and Thursday September 2013 to June 2014 from 2:20 to 3;10</p>

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- C4E allocations used for funding Per Session pay for teachers in the After School Programs in Literacy and Math, Saturday Academy, and Holiday Test Preps, and for purchasing instructional supplies and materials
- Strategies used to secure highly qualified teachers, administrative personnel attending and interviewing certified teachers at job fairs, and hosting student teachers in partnership with Lehman College
- Title III fund allows the retention and/or recruitment of pedagogues and administrative staff, mid-career professionals, F-status teachers, and recent college graduates
- High quality on-going research based professional development through affiliation with Fordham University (especially to groom ESL/BL teachers to deliver instruction to meet AMOA), New York University, Columbia University, Teachers College, and authentic vendors (organizations and individuals}, for pedagogues, administrative staff and paraprofessionals.
- Professional development to ensure that all staff is trained in data analysis and interpretation, to improve attendance
and instruction will be provided with the support of Literacy and math coaches and lead teachers, ATS coordinators, attendance personnel and Network104 assessment liaison personnel.
- For new, inexperienced, and struggling teachers, the school will provide buddy teachers and mentors through our coaches and lead teachers.

Our professional development outcome is directly linked to student needs as informed by data analysis. The data coach, in collaboration with the literacy and math coaches and lead teachers, will generate meaningful data and develop strategies on how to use the data to drive instruction and ultimately improve student performance. Every teacher will be required to participate in this activity by producing bi-weekly evidence of his/her use of data during Data Conversations (scheduled and ad hoc). This is a non-negotiable requirement. Professional development will be conducted through a variety of research based strategies drawn from the New York City Professional Development Standards and the National Council of Staff Development. These strategies include: job-embedded support such as in-class demonstration lessons and modeling of research-based strategies. In addition, the curriculum team will meet to discuss research and produce findings on specific issues and topics that will assist in improving instructional practices. Another research-based strategy will be intra-visitations; that is, teachers, both horizontally and vertically, will visit and observe fellow teachers' instructional practice and thereafter engage in constructive conversations to ascertain and develop useful approaches for instruction. Also, teachers will be provided the opportunity to interact with peer schools through visits and ongoing conversations about classroom instructional practices. They will be afforded the opportunity to attend paid and invitational professional development seminars or workshops provided by outside resource institutions or organizations. More specifically, general education teachers will receive training/support with a focus on Teacher Effectiveness in planning and preparation, questioning, assessment, and strategies for teaching diverse learners using differentiated instruction.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- develop and distribute 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.

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 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. Heggis (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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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. [i](#)

	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 staffs 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 language proficiency levels within a 1-2 grade span. Placement in a level within the program is flexible and is re-evaluated annually or upon teacher request 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 they qualify. In addition, support services such as guidance and health services are available to all LEP students. Our class schedule is designed to allow staff members who serve our ELL population to provide the mandated number of instructional minutes to students according to their proficiency levels in English. Under CR Part 154, Beginner, Intermediate and Advanced students receive a minimum of 360 minutes of ESL instruction per week.

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

Based on NYS regulations including CR Part 154.

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

The students receive ESL, ELA, and NLA instruction at various proficiency levels. The following guidelines have been applied in our school: (1) Students with 1.0 Beginning Level or 2.0 Entering Level of English proficiency receive ESL and NLA pull-out instruction daily (45 to 90 minutes); (2) Students with 3.0 Developing Level of English proficiency receive ESL or NLA pull-out instruction 2-3 times per week (no more than 45-minutes); (3) Students with 4.0 Expanding Level of English proficiency receive ESL or NLA pull out instruction 1-2 times per week (no more than 45-minutes). However, students who are approaching fluency status and are at grade level performance may be serviced on a consultative basis. ESL students at high levels of English proficiency and performing on or above grade level do not receive scheduled ESL instruction, but may receive short term instructional support if needed. The ESL teacher maintains formalized contact with content area teachers to ensure appropriate academic grade level performance, instructional modifications, and statewide testing accommodations. Students in the ESL program are continually assessed for their English language proficiency. Assignments to a level of instruction are not permanent. LEP students may change levels and/or schedules within the school year in order to meet their needs.

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

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

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, counselors, administrators and other school personnel to deliver the most effective program for every LEP student.

An overall description of how instruction is differentiated for ELL subgroups:

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

- English proficiency level
- Primary language proficiency level
- Schooling background
- Preparing the Learner
- Interacting with the Text
- Extending the Learning

Each part of the lesson design must entail carefully selected, scaffolded activities or tasks based on their students' proficiency levels and mastery of the subject matter.

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

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

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

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

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

An ELL student with an IEP is designated as a student with disability (SWD). He or she must participate in ESL instruction as mandated by his or her IEP. The instructional support he or she receives is also based on his or her English profile. The instruction that he or she receives follows the scaffolding matrix that teachers use in their instruction. ELLs receive special instruction tailored to their needs and capabilities. The students participate in After School, Saturday Academy, and Holiday Academy intervention programs.

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

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

A description of your plan for continuing transitional support (two years) for English Language Learners (ELL) reaching proficiency on the NYSESLAT:

The programs are designed to help ELL acquire a level of English proficiency in listening, speaking, reading and writing. The types of program and amount of services a child receives are determined by his or her performance on the NYSESLAT. The school will continue to provide the student with experiences which will enrich their lives. They will continue to receive some forms of academic instruction, opportunities to interact socially with their English speaking peers in sports, clubs, and other extra curricular activities. Students who have attained proficiency on the NYSESLAT will continue to receive support from their classroom teachers. Classroom teachers have been trained in the use of ESL strategies and methodologies to provide such support.

A. Programming and Scheduling Information

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

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

A description of how native language support is delivered to each program model (Transitional Bilingual Education (TBE) and ESL)

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

English as a Second Language (ESL) Programs

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

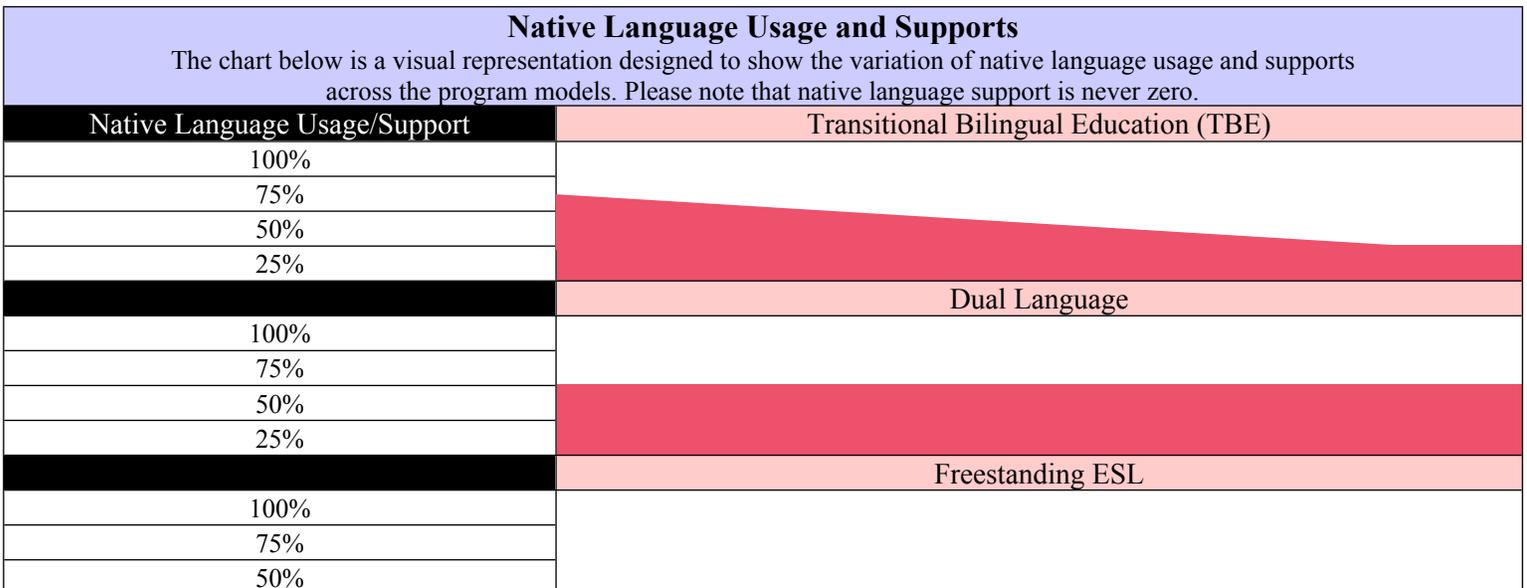
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

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

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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 past or early performance deficits. Selection of instructional materials and activities is intended to support student learning during classtime and in all intervention support programs.

Math interventions start with short diagnostic assessments to screen for early detection of specific mathematical needs. Instructional actions are then taken to cater for those needs. The intervention cycle in math includes follow-up assessments to determine whether students have made adequate progress, but more importantly, to identify those who no longer need intervention, continue to need some intervention, or need more intensive intervention.

Classroom-based interventions follow the Everyday Math instructional design but is adapted by every classroom teacher to continuously assesses ELL. Special settings in the classroom and supplemental instruction are provided by the classroom teacher. The math coach provides additional instructional time that may range from 20 to 40 minutes four to five times a week to teachers of ELL. Supplemental programs that occur outside of the daily mathematics lessons are implemented once a week to provide tutoring to students requiring more intensive assistance.

No programs or interventions will be discontinued. However, there will be a shift in emphasis toward vocabulary buildup. ELL with improved vocabulary will read and write better; and will be better prepared to exit successfully from the Transitional Bilingual Program. ELL have access to all the academic programs and activities developed and implemented by the school. Parents are fully and thoroughly informed about such interventions through parents meeting organized by the parent coordinator and the Parent Association. These information sessions are carried out in Spanish to ensure that parents have all the information they need to make the right decisions with regard to their children's education. Thrice a week, ELL are offered the opportunity to participate in after school learning programs. Supplementary assistance is provided through the Saturday and Holiday academies as well as the Community Based Organization, SCANNY. The latter provides services five days per week.

Native Language support is delivered through bilingual teachers and computerized reading program in Spanish.

Age appropriate materials, books and other instructional tools are all chosen based on the learning needs of the ELL students. All the books provided to ELL through our reading intervention programs are leveled books. Reading progress of ELL is constantly monitored to ensure that all the materials, computer programs, and books are adequate and helping ELL. Students begin their learning journey with a baseline test to determine their initial level of performance in English and math. The next exercise is to get the newly enrolled to set SMART learning goal. One reading goal is to read 30 books during the school year. ELL monitor their progress by entering on a chart the number of books read as they progress.

Also, ELL participate in extra curricular cultural activities such as leadership training; School newspaper, Creative Arts clubs, Recycling Project, Anti Bullying program, Boys and Girls Scout, and Sports.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

The school provides ongoing training for administrators and staff on procedures relating to initial identification, placement, parental rights, and informed consent, including the waiver process. The persons trained include the administrative staff members, the school principal and her assistants, ELL Specialists, teachers, and paraprofessionals. The initial training gives special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their child. Training is also designed to heighten teachers' sensitivity to the cultural diversity of our school population. Elements of our training program 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;
- 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
- Learning Walk Feedback
- Bilingual and ESL Teachers (K- 2nd and 3rd -5th) are provided with an opportunity to meet Monday, Tuesday and Friday during a common forty-five minutes prep period.

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
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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							
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

What insights does the data provide about our ELLs?

The data indicate that English Language Learners (ELL) would likely perform at their respective grade levels in the four modalities of reading, writing, listening, and speaking. Teachers College benchmark expectation projected that 75% to 80% of children will attain mastery. The first grade ELL scored way below the expected level (11%). However, they showed improvement in spelling (56%) and performed near expectations in decoding at 71%. The first grade the ELL performed under grade levels in identifying Final Consonants, Blending, and Segmenting (22%). They did not pass the phonemic awareness level. Second and third grade ELL did well in phonics achieving near mastering in spelling (64%) and mastering in decoding (94%). Our third grade ELL had difficulty with multi-syllable writing patterns, word families and blends. ELL at all levels performed above expectations in sight words identification, listening comprehension, and writing development (81 % and 85% respectively).

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

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

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

Though reading fluency was not identified as an area of concern based on the Teachers College results, teachers felt that the ELL needed help to achieve greater level of reading fluency. Several strategies were retained, modeled, and practiced to help the ELL build reading fluency. Since reading fluency means reading quickly, effortlessly and efficiently, the ELL will therefore acquire additional skills in expressive language and greater ability to simultaneously decode and understand what they are reading.

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

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

Reading & Writing

Grades	Tested	% Beginning	% Intermediate	% Advanced	% Proficient
School	318	28%	39%	23%	9%
K-1	119	45%	35%	11%	9%
2- 5	199	19%	42%	30%	10%

Listening & Speaking

Grades	Tested	% Beginning	% Intermediate	% Advanced	% Proficient
School	318	9 %	10%	29%	52%
K-1	119	15%	15%	30%	39%
2- 5	199	6%	7%	29%	59%

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

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

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

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

4. For each program, answer the following:

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

Reading & Writing

Grades	Tested	% Beginning	% Intermediate	% Advanced	% Proficient
School	296	19%	38%	31%	12%
K- 1	113	24%	32%	24%	20%
2- 5	183	16%	42%	36%	6%

Listening & Speaking

Grades	Tested	% Beginning	% Intermediate	% Advanced	% Proficient
School	296	4 %	10%	29%	56%
K- 1	113	3%	21%	32%	44%
2- 5	185	5%	4%	28%	62%

The patterns of scores show very little difference in the NYSELAT between the LEP and Non-LEP population. The uniformity of scores was expected since more that 97% ELL took the tests. There is an area of concern: 16% of our grades 2 to 5 LEP students are at the beginners' levels which indicate that this group deserves to be on our priority list. Indeed, the LEP beginners are instructed by collaborating teachers who instruct in both languages on a rotating basis. These students are involved in special computer-based learning programs which allow them to practice what they have learned in class on their own and at home under the supervision and guidance of their parents. In after-school programs, the LEP students are exposed to multicultural education in an integrative learning environment.

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

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

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

Teachers are now aware of the importance of L1 in the acquisition of L2. Teachers begin to rely on what the students have learned in

their native tongue to help them acquire additional skills in English. They also realize that by giving importance to the ELL's culture in exploring new ideas and concepts, the learners tend to reach higher levels of comprehension in less time and less frustration.

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

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

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)
	Guidance Counselor		11/1/11
	Network Leader		11/1/11
	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>.

- An enlarged welcome sign will be posted on the wall of the main entrance of the building. Alongside that poster will be information stating the availability of translation services available in the school. The services include Spanish, French, Haitian Creole, and Bengali.
- The parent notification letter, in English and Spanish, containing the excerpt from The Parents' Bill of Rights and Responsibilities (2): THE RIGHT TO ACCESS INFORMATION ABOUT THEIR CHILD, will be given to each child to take to his or her parent (s). An enlarged poster with the same information will be posted at the main entrance of the building.
- 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 like the School Safety Plan and invite their input. These meetings will be done with translation services provided by our staff members.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Lius Llorens Torres Children's	DBN: 09X114
Cluster Leader: Douglas Knecht	Network Leader: Bob Cohen
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Holiday Academies
Total # of ELLs to be served: 79
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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 2011 -2012 NYS ELA results revealed that the ELLs' performance, when compared with the 2010-2011 results had a slight overall gain. However, that performance did not meet the NYS AYP expectations. The students in grades 3 - 5 are not performing at the required proficiency levels on the State ELA Test. The school has set a goal to increase the performance at Levels 3 and 4 by five percent average within the school year 2012 - 2013. Grades 3 -5 students attend the After School ELL program on Tuesday, Wednesday and Thursday from 3:15 to 5:15 p.m. In addition, the students will receive instruction in three Holiday Academies: ELL Academy, Mid-Winter Recess, and Spring Academy with each session being for 3 days from 8:30 - 11:30 a.m. Two ESL/Bilingual and two content area teachers, will provide instruction. Materials from Triumph Learning LLC will be utilized to inform the curriculum maps. The Language Proficiency Intervention Kits grades 3 - 5 will be purchased from Triumph Learning LLC. The teachers will interchange during the instructional periods. For example, both ESL teachers will switch with the content area teachers to allow all the children to receive instruction in ELA by the certified ESL teachers. There will be four classes; one for each grade and 4/5 bridge class. The two ESL teachers are capable of delivering instruction at all grade levels. Data will be used from Three repositories: ARIS, ACUITY and Teachers' College to create learning experiences throughout the instructional time for students to experience success and develop competency. Teachers will conduct on-going progress assessment; while students will engage in self-assessment and create data charts to record areas of measured success and those of deficiency. The information from such activity will lead to goal setting, revising and resetting toward mastery.

Part C: Professional Development

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

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

Begin description here: To ensure teacher effectiveness in fostering students learning, ESL/Bilingual teachers, Emmanuel Edouard and M. Challenger will participate in professional development activities. The teachers will use materials from Triumph Learning LLC. Materials include: Common Core Clinics English Language Arts in Reading Informational Text, Reading Literature, and Writing and Language to support ELL student in the listed academies, and other supplemental articles from education journals and text books within a five year span. Teachers will work with the supervisor for 1 hour from 5:20 -6:20 p.m. on Tuesdays and Thursdays to concur about research-based instructional intervention strategies and practices that have a direct impact on teaching ELL students in literacy. The key focus will address building on existing language skills and strengthening students' understanding of academic content knowledge. Teachers will look at student work and create rubrics for evaluation and to drive their instruction. To facilitate student learning that is embedded, teachers will teach and

Part C: Professional Development

reteach concepts as deemed necessary for student mastery. The teachers will receive Per session rate in remuneration.

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: ELL Parents need to have the ability to interact with their children in 3 ways: Reading practice; Play Games; and using technology to help their children learn. Subsequent training of these parents would be provided by the teachers. Parent will be invited to participate by way of letter written in English and Spanish. The letter will be sent out 1 week in advance. The sessions will be for 1 hour from 8:00 to 9:00 a.m. on Tuesdays. Parents will be exposed to the data on ARIS and how to analyze it to the benefit of helping their children. They will also engage in activities that involve test taking using materials aligned to the core curriculum and reflective of the test that their children will take. Each session will end with a reflection discourse of the day's benefits and possible next steps.

Part E: Budget

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

Allocation Amount: \$40664

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

Part E: Budget

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

Allocation Amount: \$40664

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 clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	??	