



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: LUIS LLORENS TORRES CHILDREN'S ACADEMY

DBN (i.e. 01M001): 09X114

Principal: MRS. OLIVIA FRANCIS WEBBER

Principal Email: OFRANCI2@SCHOOLS.NYC.GOV

Superintendent: MS. DOLORES ESPOSITO

Network Leader: BEN WAXMAN

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Olivia Francis Webber	*Principal or Designee	
Kheira Kersxey-Heggs	*UFT Chapter Leader or Designee	
Younancy Dejesus	*PA/PTA President or Designated Co-President	
Yvette Ortiz	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Vanessa Fong	Member/ STAFF	
Ari Handwerker	Member/ STAFF	
Nora Mercado	Member/ PARENT	
Amelca Mercado	Member/ PARENT	
Angelica Mercado	Member/ PARENT	
Franceline Cruz	Member/ PARENT	
Shetarra Bagum	Member/ PARENT	
Arlene Aswad	Member/ STAFF	
Justins Roberts	Member/ STAFF	
Emmanuel Edouard	Member/ STAFF	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 09X114

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	877	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	56	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	24	# SETSS	N/A	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2013-14)					
# Visual Arts	12	# Music	12	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.2%	% Attendance Rate		% Limited English Proficient	92.1%
% Free Lunch	95.4%	% Reduced Lunch		% Students with Disabilities	2.9%
% Limited English Proficient	37.0%	% Students with Disabilities			14.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.8%	% Black or African American		% Asian or Native Hawaiian/Pacific Islander	18.1%
% Hispanic or Latino	74.5%	% Asian or Native Hawaiian/Pacific Islander		% Multi-Racial	4.5%
% White	1.6%	% Multi-Racial			0.4%
Personnel (2012-13)					
Years Principal Assigned to School	9.34	# of Assistant Principals		# of Counselors/Social Workers	2
# of Deans	N/A	# of Counselors/Social Workers		% Teaching Out of Certification	3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		Average Teacher Absences	1.9%
% Teaching with Fewer Than 3 Years of Experience	6.7%	Average Teacher Absences			6.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.5%	Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4 (8th Grade)	13.9%
Science Performance at levels 3 & 4 (4th Grade)	65.2%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		4 Year Graduation Rate	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	Yes
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
SCEP addressed school specific needs as per SED and DOE reviews			
Describe the areas for improvement in your school's 12-13 SCEP.			
1. Improved academic performance of ELLs and SWDs in English Language Arts			
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, in teaching and learning			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Instructional practice and the curriculum, aligned with the Danielson's framework and the CCLS respectively, have improved.			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	No
If all the goals were not accomplished, provide an explanation.			
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input checked="" type="checkbox"/>	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Time to implement and coordinate the new demands of MOSL, MTP, CCLS			
List the 13-14 student academic achievement targets for the identified sub-groups.			
5% improvement in ELA and math for the lowest third, ELLs, and SWDs			
Describe how the school leader(s) will communicate with school staff and the community.			
Monthly staff meetings, monthly newsletter, monthly grade and subject area meetings, weekly Individual Administrator/ Teacher Conversations			
Describe your theory of action at the core of your school's SCEP.			
The principal and her cabinet work diligently and strategically to create a learning environment that fosters higher level of student achievement and adult involvement			
Describe the strategy for executing your theory of action in your school's SCEP.			
The school implements a standard based curricula, with attention to informational reading and writing across the grades and content areas, the projected end result being higher student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students			
List the key elements and other unique characteristics of your school's SCEP.			
Specifically targets PIP for administrative and teacher practice through ongoing professional development, consistent observation of and feedback to teaching staff, modification and /or adjustment of the curriculum, strategic use of resources, reprogramming of staff schedules, and expansion / redirection of teacher teams			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school,

with particular attention to the CCLS

Review Type:	QR 1.1	Year:	@013=14	Page Number:	1	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	2.2 School leader's vision	2.3 Systems and structures for school development
x	2.4 School leader's use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By the end of May2014, school leaders will ensure that items which support instruction are prioritized for general school improvement and more specifically higher student performance on the NYST, NYSESLAT and Teacher's College Performance Test.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Identify current 4th and 5th grade students who performed in the lowest third category in the 2013 NYS Tests. They are in the current 4th and 5th grades.
2. Use SWOT analysis to prioritize areas of underperformance in ELA and Math (standards and indicators)
3. Create task force of 10 to 15 highly skilled teachers to identify and develop strategies to help the underperforming students.
4. Assign 5 to 9 of the underperforming students to each teacher for Academic Intervention Services in ELA and Math.
5. Administer various assessments: baselines, predictive (Acuity), end of unit tests, weekly tests, etc.to determine student progress.
6. Use "Student's Progress Checklist" to record performance; create and provide opportunities for students' self-assessment on an on-going basis.
7. Monitor teachers and students' progress by keeping data folders on program progress and having teachers complete a monthly survey on program progress
8. Discuss during grade conference and meetings, strategies to fulfill area(s) of shortcoming through the process of looking at student work (collaborative inquiry work)
9. Coordinate staff members' efforts to synchronize approaches to complete the mathematics and ELA curriculum. All meetings will be facilitated by the Coaches and Lead Teachers.
10. Strategies/activities that encompass the needs of identified subgroups Third, fourth, and fifth grade students receive small group instruction during extended time from 2:20 to 3:10 pm on Tuesday and Wednesday from September 2013 to June 2014; After School from 3:15– 5:15P.M. on Tuesday, Wednesday and Thursday from October 2013to April 2014; K – 5 students receive small group instruction during Saturday Academy from December 2013 to April 2014 from 8:30 A.M. to 12:30 P.M.; and Academic Intervention Services (AIS) from outside resource personnel from September 2013 to June 2014

B. Key personnel and other resources used to implement each strategy/activity

#1-10 Principal, assistant principal, teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Complete teacher program progress survey analysis at the end of September
2. By February, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice
3. Completion of individual professional development plan for each teacher
4. Completion the initial review of student data and the development plans for improving individual student achievement
5. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory 6-10 Observations and lesson plans will provide evidence of staff progress

D. Timeline for implementation and completion including start and end dates

1. September to February 2014
2. September to November 2013
3. September to November 2013

4. September to November 2013
5. September to November 2013
6. September to November 2013
7. September to November 2013
8. September to November 2013
9. September 2013 to May 2014
10. September 2013 to May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Complete teacher program progress survey analysis at the end of September
 1. Discuss results of student data analyses through Grade conference
 2. Display publicly data on student achievement and progress by grade and class
 3. Facilitate grade conferences and sit-in on planning/meeting sessions (Lead teachers and coaches)
 4. 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

9. PD Per Session: (Nov. 6, 2013 to April 11, 2014): 120 hours x \$49.58 Scheduled time during the school day for individual conferences with each teacher and an administrator
10. Test Prep After School (Nov. 6, 2013 to April 11, 2014): Scheduled time during the school day teacher observation and pre- and post-conferences, 3. Teachers at \$49.58 per hour for 127 hours = 762 hrs. x \$49.58; Holiday Academy (March 26-28, 2014), 7 teachers at \$49.58 per hour for 12 hours 4. RTI: 10 Instructors @ \$16 per hour for 12 for 16 weeks (January 00, 2014 to April 11, 2014) = 10x12x16x\$16; Supplies, text books, Technology software, and non-contractual miscellaneous

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Increase the rigor across the curriculum to ensure that all students are consistently cognitively engaged							
Review Type:	QR	Year:	2013-14	Page Number:	1	HEDI Rating:	D

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	3.2 Enact curriculum	3.3 Units and lesson plans
	3.4 Teacher collaboration	3.5 Use of data and action planning

Annual Goal #2

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

Teachers and school leaders will use student data to engage in strategic action planning that informs instruction and results in higher student performance, among all grades 3 – 5, reflected in the NYS T and NYSESLAT results in April and May 2014 respectively; and on the Teacher College Performance Test by all grades K-2 students

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- The Data specialist will provide teachers with school-wide as well as individual student data in area of ELA and math. This will allow facilitation of professional development activities for interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS
- Educational Consultants and assistant principals will provide staff with the tools and strategies needed to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
- Network liaison staff and teacher teams will meet during common planning time to plan and align curriculum
- Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.
- New teachers meet regularly with ELA and Math coaches, as well as lead teachers, to discuss challenges and success as they work to align units of study

B. Key personnel and other resources used to implement each strategy/activity

- Data specialist and teachers (GE, ESL, TBE, AIS, and RTI)
- Educational consultants, assistant principal, teachers
- Network instruction support staff, teacher teams
- Teachers, network achievement liaisons and ELL specialist
- New teachers, principals, per diem, and per session

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Completed data analysis for each student, observation of implementation of monthly professional development
- Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
- Minutes of weekly planning sessions detailing planning time: Discussion, Conclusion, and Responsible person(s)
- Observation of implementation of the LASW protocol during teacher team planning time
- High attendance of new teachers at voluntary conversation meetings with principal

D. Timeline for implementation and completion including start and end dates

- September to November 2013
- Quarterly, October 2013 to May 2014
- Monthly, October 2013 to April 2014
- Weekly, October 2013 to June 2014
- Twice-monthly October 30 February 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Per session for data analysis for after school meeting
- Per session for after school and per diem for PD coverage
- Scheduled time during the school day for common planning
- Scheduled time during the school day for teacher teams to master and apply the LSAW protocol
- Meet and Eat meetings during teacher lunch periods for new teachers

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

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. In essence, school leaders would 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.

Review Type:	QR	Year:	2013-14	Page Number:	1	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, school leaders will 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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

To improve achievement for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs:

1. Network Special education achievement liaison will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS
2. Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. She will support teacher teams as they develop ELA units and tasks for ELLs.
3. Network ASE, will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum, Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities.

TO create 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 teacher led class discussions of students' results 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.

- Common teacher grade planning will occur weekly from September to June
- 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

B. Key personnel and other resources used to implement each strategy/activity

1. Network instructional liaison, ELL teachers, SE teachers, classroom teachers
2. Network Special education liaison, grade and subject area teams
3. Network ELL liaison, ESL and classroom teachers
4. Network ASE and SE teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments
4. Improved reading and writing instruction as per teacher observation

D. Timeline for implementation and completion including start and end dates

1. Monthly workshops and assessment, November 2013 to June 2014
2. Monthly workshops and assessment, November 2013 to June 2014
3. Monthly workshops and assessment, November 2013 to June 2014
4. Monthly workshops and assessment, November 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Educational consultant, common planning time for teachers to attend PD sessions
2. Network Special education achievement coach, common planning time for teachers to attend PD sessions
3. Network ELL specialist, common planning time for teachers to attend PD sessions
4. Network ASE, common planning time for teachers to attend PD sessions

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Form a behavior committee with representatives from across the school to develop a school wide protocol for the consistent implementation of a behavior management program in all classes.

Note The QR did not address Social emotional developmental Health

Review Type:	QR	Year:	2013-14	Page Number:	4	HEDI Rating:	D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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

Annual Goal #4

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

To bring about positive behavior changes among all students through the implementation of a program that amplifies the attributes of Respect, Organized, cooperative, Kind, and Safe (referred to with the acronym ROCKS) beginning September 2013 through June 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- . Establish a committee of members with designated roles and responsibilities.
- 1. Outline and solicit teacher contribution into establishing the program
- 2. Heighten student and staff awareness about the design and implementation of the program
- 3. Establish a time line for data collection and dissemination among students at bi-weekly scheduled assemblies.
- 4. Establish broken rewards that students can use to purchase items from R.O.C.K.S stores.
- 5. Issue certificates for exemplary conduct that portray R.O.C.K. attributes over a set period of time.
- 6. Identify and assign targeted students to adult staff who volunteers to serve as mentors.
- 7. Provide PD for parents who volunteer to work as mentors
- 8. Public hearing Safety meeting with parents and community volunteers

B. Key personnel and other resources used to implement each strategy/activity

- 1. Guidance Counselors and Dean of discipline
- 2. Network 534 liaisons
- 3-8 All staff members including school leaders, teachers, paraprofessionals, custodians, school aides, ancillary, healthcare providers, community volunteers, and Parent Association members, Safety Committee Team, BRT members, and Parent Coordinator.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. Report of all students deemed at-risk as per infraction of NYC Discipline Code
- 2. Define intervention(s) for all students deemed at-risk as infraction of NYC Discipline Code
- 3-8 Guidance Counselors and Dean's evidence (log) of contact hours with identified at-risk students

D. Timeline for implementation and completion including start and end dates

- 1-8 September 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Solicitation for parent involvement
- 2. School newsletters to inform school community
- 3. Parent participation in workshops: hands-on training sessions to mobilize others to become involved in school activities.
- 4. Availability and access to telephones by teachers to contact parents during the school day.
- 5-8 Attendance at community meetings to make announcements e.g., church services, focus groups, High Bridge Committee members, etc

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Communicate high expectations to staff, students and families, and support students and families to achieve them

Review Type:	QR 3.4	Year:	2103-14	Page Number:	1	HEDI Rating:	P
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Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase from 7.6% to 10%

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Planning and implementation of a Family outreach plan
2. New Parent Orientation/Family Night/Open House for Parents
3. Monthly implementation of parental offerings
4. Student recognition events

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principal, parent coordinator, selected teachers
2. Principal, assistant principal, parent coordinator, teachers
3. Parent coordinator
4. Principal, assistant principal, parent coordinator, selected teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Completed Family outreach plan
2. Attendance at Parent Orientation/Family Night/Open House for Parents
3. Parental attendance at parent offerings
4. Parental attendance at Student recognition events

D. Timeline for implementation and completion including start and end dates

1. August-June, ongoing
2. Fall, Spring
3. Day time workshops, breakfasts, evening events
4. Ongoing, September 2013-June 2013

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers
2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents/Middle School Fair
3. Parent coordinator’s planning and hosting of parent workshops, Staff attendance at Student recognition events
4. Monthly school calendar of event dates which embodies notices of meetings, invitation to student activities
Curriculum and program information are sent to parents
Provision of opportunities for parents to participate in LES online.
Discussions between teachers and parents about 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

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
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	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

50% of all students eligible for AIS will enroll the ELT program

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

Our program will be based on the *National Center for Research on Evaluation, Standards & Student Testing (CREST)* report reflecting on two decades of evaluations on out-of-school-time programs. The following research-based instructional strategies and activities are characteristic of successful after school programming:

1. Clearly defined program goals and funding that aligns to them
2. Strong, experienced leadership at the ELT program that are able to effectively communicate and manage staff
3. Staff members that motivate students
4. A program that is well-aligned to the school day but provides new, different, and engaging learning opportunities for participants
5. Continual evaluation and assessment of the program and a staff that ensures goals are being met

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. School principal, assistant principal, teacher ELT planning committee
2. School principal, assistant principal
3. Teachers
4. School principal, assistant principal, teachers
5. School principal, assistant principal, teachers

C. Identify the target population to be served by the ELT program.

1. At-risk student population
2. ELT programs will be offered after school, vacation and weekend, there are over 500 hours scheduled in teacher per session for this purpose, ELT programs run from September through June and summer school has been and will be offered to at-risk students.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21st Century		Tax Levy	x	Title I SWP		Title I TA	x	Title I PF	x	C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

N/A

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

N/A.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

N/A

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The proposed ELT program will increase the amount and quality of learning time, through before- and after-school and summer programs and opportunities

by providing an enriched and accelerated curriculum thus meeting the educational needs of historically underserved populations

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The ELT program will focus on increasing student academic achievement through enrichment

The ELT program's academic content aligns with CCLS and the Chancellor's city-wide expectations

The ELT program will be delivered by staff have the capacity to deliver high-quality academic content

The ELT program will have a guidance component to address social/emotional needs of the students

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The ELT program will address the specific academic and social/emotional needs of low academic achieving children and those at risk of not meeting the State academic content standards.

D. Are the additional hours mandatory or voluntary?		Mandatory	x	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Parental outreach by school staff, including parent coordinator, administration and teachers

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

AIS services are provided to identified at-risk students during the day school program utilizing a variety of interventions; the ELT program will be aligned to the school day but provides new, different, and engaging learning opportunities for participants

G. Are you using an ELT provider procured using the MTAC process?		Yes	x	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

It is projected that participants in the ELT program will show a 5% growth in ELA and math achievement from 2013-1014

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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 2013to 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.</p> <p>- December 26- 28 , 2013</p> <p>- February 15- 17, 2014</p> <p>- 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 2013to 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.</p> <p>- December 26-28 , 2013</p> <p>- February 15- 17, 2014</p> <p>- April 18- 20, 2014</p>
Science	Fourth grade Scope and Sequence published by NYCDOE	<p>Small group/One-on-One Instruction</p> <p>Flexible Times at least 5 times per week throughout school year 2013 – 2014</p>	After School: 3:15 – 5:15 P. M. on Tuesday, Wednesday and Thursday from April 2014 to May 2014

		<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>Saturday Academy: April 2014 to May 2014.</p> <p>from 8:30 A.M. to 11:30 A.M</p>
Social Studies	Not Applicable	Not Applicable	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> <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> <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>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> <p>Pull-out program</p> <p>Pull-out program</p>	<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>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>

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs,

Head Start, etc.).

As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

1. In June 2014, the parents and students from Mid-Bronx CCRP Head Start School will visit PS 114 for a tour of the building and meet and greet sessions with the Kindergarten teachers.
3. PS 114 School Based Organization (SBO) will meet with parents of Students With Disabilities (SWD) in June 2014 to take a cautionary look at IEPs in relation to the services available in the school.
4. 3. The Guidance Counselors and the Assistant Principal directly responsible for K-2 students will, in June 2014, visit Mid-Bronx CCRP Head Start School to have a conversation with prospective incoming students.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, professional development has been provided to the entire staff.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 09	Borough Bronx	School Number 114
School Name Luis Llores torres Children's Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Olivia Francis Webber	Assistant Principal Nilsa Gonzalez, F-Status
Coach Sheila Davis, Literacy	Coach Arrington, Mathematics
ESL Teacher Marissa Challenger	Guidance Counselor Patricia George-Ralph
Teacher/Subject Area Jennifer Guerrero/Social Studi	Parent type here
Teacher/Subject Area Ann Crispin/Bilingual	Parent Coordinator John Lorenzi
Related Service Provider Edouard Emmanuel, SETTS	Other Rosemary Caban/Network534 Liai
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	880	Total number of ELLs	281	ELLs as share of total student population (%)	32.19%
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Part II: 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/Bangladeshi
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	2	2	1	1	1								8
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
self-contained	0	0	0	1	1	1								3
Push-In	2	2	2	2	3	1								12
Total	3	4	4	4	5	3	0	0	0	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	281	Newcomers (ELLs receiving service 0-3 years)	224	ELL Students with Disabilities	31
SIFE	25	ELLs receiving service 4-6 years	57	Long-Term (completed 6+ years)	5

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 SWD. ①

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	167	25	0	48	3	11	6	0	0	221
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	47	4	19	13	0	0	0	0	0	60
Total	214	29	19	61	3	11	6	0	0	281

Number of ELLs who have an alternate placement paraprofessional:

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	22	32	40	39	58	56								247
Bengali	1	2	1	0	3	2								9
Arabic	1	4	5	5	2	8								25
TOTAL	24	38	46	44	63	66	0	281						

*EP=English proficient student

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	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	1	5	6	13	9	6								40

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	13	19	13	12	20								77
Advanced (A)	0	6	8	11	18	16								59
Total	1	24	33	37	39	42	0	0	0	0	0	0	0	176

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B					5	5							
	I					24	16							
	A					14	19							
	P						3							
READING/ WRITING	B					5	5							
	I					24	16							
	A					14	19							
	P						3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	0	0	0	2
4	35	7	0	0	42
5	49	4	0	0	53
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	0	0	0	0	0	0	2
4	46	44	33	8	10	2	4	0	147
5	46	55	26	6	13	1	5	0	152
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	15	17	23	48	20	19	1	143
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

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

PS 114 X has been using ELSOL initially from September 2013 to date. A transition to Teachers College will begin in February and end in June 2014 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 Academic Year 2013-2014, the Reading Street program will continue to be used to instruct the ELL in English Language Arts. Teachers' College Reading and Writing program will also be used to improve students' progress levels.

What insights does the data provide about our ELL?

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%. In addition, the first grade 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 mastery in spelling (64%) and mastery 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 these areas. One approach is to introduce complex word patterns and varied conventions to decode both familiar and unfamiliar words. The literacy coach, the lead literacy teacher, and ELL grade teachers will work collaboratively to identify what the students need to learn and what instructional format would be most effective. Students will be introduced to word formation and decoding through the use of digital technology; individual students will practice on their own using language appropriate software programs. Another approach will be grouping students based on their learning needs and challenges as indicated by their assessment results.

Although reading fluency was not identified as an area of concern based on the Teachers College results, teachers feel that the ELL need help to achieve higher levels of reading fluency. Since reading fluency means reading quickly, effortlessly and efficiently, the ELL will be exposed to 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) and grades?

Paste response to question here:

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. The goal is to reduce the gap. Only 6% of our students have reached a proficiency level in Reading and Writing while 62 % have shown mastery in

speaking and listening. Another area of concern is 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. Classroom teachers, through professional development, can apply Bloom’s Taxonomy during English Language Arts instruction. Teachers are currently engaging their students in reading, re-reading, writing about what they have read, and sharing their writing in small groups.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Since the school was cited for not meeting its ELL’s Annual Yearly Progress target, school leaders have re-directed the focus, strategies and resources to provide effective and quality ELA instruction to the ELL population. Teachers help the ELL set their annual ELA targets and develop simple tracking modules to assess if they are on target. The individual monitoring system empowers the students to seek help if they realize that they are off target. At the same time, the system sends warning signals to teachers and school leaders to take appropriate measures to foster student success.

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 leads in collaboration with the NYS consultant and the Liaison from Network534 will create a comprehensive learning program involving both teachers and parents in ELA instruction. Books in native languages will become 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 language in a print rich environment.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

(a) 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. Inferentially, this group deserves to be on our priority list. The LEP beginners will be instructed teachers, who instruct

in both languages, collaborating on a rotating basis. These students will engage 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 the After School programs, the LEP students will be exposed to multicultural education in an integrative learning environment.

- (b) As a school-wide focus, all students must set a June goal in both ELA and Math. The ELL will be 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 will be used to determine the effectiveness of current instruction or if there is a need to revise adopted strategies to help the students succeed.

(c) Teachers are aware of the importance of L1 in the acquisition of L2. Teachers understand the importance of what the students have learned in their native language and the significance in helping them acquire additional skills in English. Teachers know that by giving importance to the ELL culture in exploring new ideas and concepts, the learners tend to reach higher levels of comprehension in less time and with less frustration. The Native Language is used as a lever to enhance the ELL's ability to acquire new skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

We use a multi-tiered model of service: delivery facilitates differentiated instruction and early intervention services for struggling learners. Movement between tiers is guided by a data-driven decision-making process. We use universal screening and progress monitoring as the basis for instructional decision. Each of the three tiers will include both academic and behavioral interventions. When a student's performance data indicate that the core instructional program is not effective in supporting that student in reaching the schools desired levels of success, early intervention strategies are implemented in an effort to prevent the need for longer term and more intensive interventions. Teachers engage in conversations to design and select strategies to improve student learning and behavior.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Applying the SIOP model based on Content Objective and Language Objective. Teachers have had professional development training in using this model; they collaborate in grade team meetings vertically and horizontally.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the ELL program is measured through the AYP for ELLs, performance on the NYSESLAT (students' achievement in terms of attaining Proficient, movement from Intermediate to Advance, movement from Beginner to Intermediate, and those who showed no movement), the results of the NYS Science test for 4th graders, End of Unit tests, Mid line and End Line tests, and Teacher's College Reading and Writing Performance Test (grades K-5, an In-house Assessment).

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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.
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.
Parents are notified of their child's eligibility for services and the child's placement is then discussed. During initial registration, whenever the parent comes to the school seeking admission for the child, the ESL teachers and Parent Coordinator discuss 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, 10 days, 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. Throughout 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 programs (September 2013 to June 2014), ELL are taught the necessary skills needed to master the contents of the NYSESLAT test using various materials and strategies. These tests are administered by Ms. Challenger (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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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 choices. To ensure that parents understand all three program choices (Transitional Bilingual Education Program, Dual Language Program, and the Freestanding ESL Program), Ms. Crispin, 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 normally choose the Bilingual Transitional Program for their children. 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, 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.

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.

After the initial contact with the new student, our school takes steps to stay in touch with the parents. Parents are kept informed at all times and supported in their choice during the interview, testing, program selection, placement, and provision of services to the 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. 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 designed to get them involved in the education of their children and to give them updated, pertinent and useful information.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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 new Academic 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.

6. 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.) 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. 

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 by Ms. Crispin. Parents' responses are used to design our interventions and determine the implementation strategies. In so doing, the school hopes that its programs meet parents' requests, and at the same time, satisfy student learning needs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Paste response to questions here: 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 a 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 a 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.

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)?

The staff is organized in the following manner:

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.

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.

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 foster language development and meet the demands of the Common Core Learning Standards.

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.)

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ESL teachers use the NYS Standards and specific Model Performance Indicators to plan their lessons which targets the language learning needs of individual students to ensure that they progress toward full English language proficiency. The content area teachers also use the NYS Standards “Can Do” descriptors and sheltered instruction strategies to modify instruction in the content areas in order to match the English language proficiency levels of their students. ESL teachers work in close collaboration with classroom teachers, counselors, administrators and other school personnel to deliver the most effective program for every LEP student.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers).
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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, instruction will consider the following:

- 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) Instruction for SIFE

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.

(b) A 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.

(c) A 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 members are always available to assist with small groups outside the classrooms.

(d) A Plan for Long-term ELLs (completed 6+ years)

types

The programs are designed to help ELL acquire a level of English proficiency in listening, speaking, reading and writing. The

will

of program and amount of services a child receives are determined by his or her performance on the NYSESLAT. The school

academic

will continue to provide the student with experiences which will enrich their lives. They will continue to receive some forms of instruction, opportunities to interact socially with their English speaking peers in sports, clubs, and other extra curricular activities.

(e) A Plan for Former ELLs (in years 1 and 2 after testing proficient)

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.

7. 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?

Teachers will develop vocabulary through flashcards, word games, word work, and a variety of word building activities. A variety of ESL 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 place to help our ELL students with IEPs master both ELA and Math.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 received special instruction tailored to their needs and capabilities. The students participate in After School, Saturday Academy, and Holiday Academy intervention program

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:			

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

9. 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.

Target population: ELL Holders in all grades.

Total number of students: 139

Situation assessment:

In-house reading assessments results indicate that ELLs 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 reading. There is therefore an urgency to help these students acquire literacy skills to grow in their knowledge.

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

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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 alphabet system, or the letter-sound correspondences, and spelling patterns. Ultimately, students will be able to apply this knowledge in reading text. Since fluency with connected text represents a level of expertise beyond the alphabetic code, in grades 1 and 2, students are given sufficient practice to achieve fluency, or automaticity, with different texts.

11. What new programs or improvements will be considered for the upcoming school year?

This academic year, the curriculum team has designed the early reading intervention program for ELLs 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.

12. What programs/services for ELLs will be discontinued and why?

No programs or interventions will be discontinued. However, there will be a shift in emphasis toward vocabulary buildup. ELLs with improved vocabulary will read and write better; and will be better prepared to exit successfully from the Transitional Bilingual Program.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 international circus).

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

Our math intervention programs are designed to provide support for ELL students who have difficulty keeping up with day-to-day 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Classroom-based interventions follow the Go Math instructional design but is adapted by every classroom teacher to continuously assesses ELLs. 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 ELLs. Supplemental programs that occur outside of the daily mathematics lessons are implemented once a week to provide tutoring to students requiring more intensive assistance. In addition, ST Math, a digital program is incorporated in the instruction of ELLs; the program uses diagrams and symbols to unearth math concepts. On the ELA side the digital iReady program is used. It is a reading program that is aligned to the CCLS and uses vocabulary and pictures to provide practice in informational text and reading literacy.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

The TBE program is reinforced by one period of puris teaching i.e. students are taught strictly in their native language for one period in ELA and Math each day. Native Language support is delivered through bilingual teachers and computerized reading program in Spanish. 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 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 ELLs from their regular classrooms and provides 50-60 minutes of ESL instruction. When a teacher "pushes-in", it is with ELLs who 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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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 an ELL is constantly monitored to ensure that all the materials, computer programs, and books are adequate and helping students. 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 and producing a brief book report after

reading each book. They are also expected to rate the text and state why they would or would not recommend the text to others for reading. 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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout 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 ELLs' 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.

As such, ELLs 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 trough the Saturday and Holiday academies as well as the Community Based Organization, SCANNY. The latter provides services five days per week.

18. What language electives are offered to ELLs?

ELLs participate in extra curricular cultural activities such as leadership training; Creative Arts clubs, Recycling Project, Anti Bullying program, Boys and Girls Scout, Track and Field Sports, Gofor It Club, Penny Harvest, Jump Rope, Step, Danza Fiesta, Student Council, Food and Toy Drive Activities, Visit to Senior citizen Center, Trip to the Supreme Court in the Bronx, New York City Art Competition/Festival, Annual Tour of the New Yankees' Museum, Select Invitation to a Yankees Game, and The Annual Festival of Nations Celebration. These activities requires all students to communicate through listening, speaking, reading and writing at all times.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The school pursues policies which support coherent and integrated professional development in the form of 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 learning; and to which teachers and school leaders are committed. School leaders consider 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 safeguards 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.

2. Sufficient time and resources are allocated for professional development. Teachers work together in new ways to improve student learning. 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. 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 students into the content areas. Interdisciplinary teacher teams work collaboratively to develop and realign curriculum (maps, units of study, and pacing calendars), coordinate lesson plans, discuss student work, and share successful instructional practices. Staff members are expected to hold each other accountable through peer coaching, inter-visitations, peer evaluation, and teacher portfolio presentation. During the school-based inquiry, teachers will seek information to explain their students' work. 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 analyzing Common Core Learning Standards, look deeper at student work, and review selected professional literature.

3. Ms. Ralph, Guidane Councilor, engages in the following activities

MAKING TRANSITION INTO MIDDLE SCHOOL

- Parent workshop which address the following topics On October 4, 2013:
 - o How to complete the middle school application
 - o How the Middle School choice Process works.
 - o How to access any translated version of the directory on website, fall 2013.
 - o How to rank all middle schools student is interesting in attending of preference.
 - o How to apply to the citywide Middle School Choice Options (the Gifted and Talented), Independent Public Schools.

Middle Schools Events District 9 & 10

- Letters and flyers are sent home on a regular basis to inform parents of Open House events where parent and students can take a tour of the school and meet the staff. 10/4/13

- Middle school fairs for the December 2013

- Information about middle school fair for elementary school via online [www.nyc.gov/schools/Choice Enrollment/middle](http://www.nyc.gov/schools/Choice%20Enrollment/middle).

ELL STUDENTS WITH SPECIAL NEEDS/SPECIAL EDUCATION SERVICES PARENTS MEETINGS

Parent meeting are conducted on an ongoing Basis.

STUDENT GUIDANCE AND COUNSELING

- All 5th grade, ELL, SWD included, students were given a middle school directory in October 2013
- Student, ELL, SWD included, are given guidance and counseling (individual and as a class) moving up to middle school between September 2013 and May 2014

4. In short, during the 2013-2014 Academic Year, the ESL push-in teacher, ESL classroom teachers, and Bilingual classroom teachers will be exposed to the following::

- 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 mimicked NYSESLAT tests, and formulate next steps engagements;
- how to create templates for reviewing students' work taking specific note of students' expressed thinking about their product;
- Turn-key in-house sessions by teachers who will be trained in the SIOP and RtI Models which address academic interventions

and

- accommodations for students who learn differently based on their neurodevelopment profile;
- purchased resources for teachers, such as Foundations and El Sol, 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;
- Walkthrough Feedbacks;
- Bilingual and ESL Teachers (K- 2nd and 3rd -5th) are provided with an opportunity to meet on Monday, Tuesday and Friday for a forty-five minutes common planning prep period each day; and
- Reading Recovery program by two trained teachers.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Paste response to questions here:

1.

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 listening, speaking, reading, and writing English. Parents will be coached to seek support to help their children learn. They will be directed during seminars and workshops for parents. Parents will be provided with information on how to take advantage of community-based programs designed to meet the learning needs of their children. parents who are in need of translation services are accommodated by the staff members who are fluent in one or more languages.

2. Parents will 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 implemented. 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.

3. Parents' needs are known through official and in-house surveys. The DOE's Annual Environment Survey provides the information that is needed to take corrective measures to effectively respond to parents' concerns especially about safety and discipline issues.

4. The training that the school offers to parents is based on expressed needs shared at Parents-Teachers Conferences; through informal requests, and during parents' assemblies. Based on their requests and what has been noted through dialogue with parents, practical training will be offered covering topics such as: "How to Prepare A Resume"; "How to Take an Interview"; "How to Help Your Children Succeed"; and "How to Get Assistance for Your Children." Parents have responded positively at all levels in the past.

E. 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.

iReady digital intervention reading program will supplement the literacy curriculum for the third, fourth, and fifth Bilingual, ESL, and ELLs in monolingual 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. The web-based literacy program will allow the students an opportunity to master comprehension and writing skills at their own pace.

The elected program will be in Spanish and English. The program would address the needs of English Language Learners 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 will 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, the program will provide teachers with differentiated literacy lesson and CCLS based performance data to align with instruction for individual student's needs.

Students in the lower grades, K-2, will engage in a daily Drop Everything And Read (DEAR) program for 20 minutes. The resource will be purchased from Sussman Publishers. The goal is to foster their comprehension and develop their reading stamina.

Part VI: LAP Assurances

School Name: Luis Llorens Torres Children's**School DBN: 09X114**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Olivia Francis-Webber	Principal		11/4/13
George Ault	Assistant Principal		11/4/13
John Lorenzi	Parent Coordinator		11/4/13
Marissa Challenger	ESL Teacher		11/4/13
Amperito Wah	Parent		11/4/13
Mariam DeLeon	Teacher/Subject Area		11/4/13
Jennifer Guerrero	Teacher/Subject Area		11/4/13
Justina Roberts	Coach		11/4/13
Sheila Davis	Coach		11/4/13
Lisa Scott	Guidance Counselor		11/4/13
Rosemary Caban	Network Leader		11/4/13
Erica Comrie	Other <u>Bilingual Teacher</u>		11/4/13
C. Peralta	Other <u>Bilingual Teacher</u>		11/4/13
Maria Bethea	Other <u>Bilingual Teacher</u>		11/4/13
R. Tuo	Other <u>ESL Teacher</u>		11/4/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X114 School Name: Luis Llorens Torres Children's Acad

Cluster: 5 Network: CFN 534

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. Additionally, personnel are 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 mounted around the building and flyers are given to parents and visitors giving the assurance 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 IN English, Spanish, French, Arabic, and Hatian Creole will be posted on the wall of the main entrance of the building. Alongside that poster will be information stating the available translation services in the school.

- The parent notification letter, in English and Spanish, containing excerpt from The Parents' Bill of Rights and Responsibilities, and 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. Parents' input will be encouraged. 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	??	