

EMOLIOR ACADEMY
2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 12 X 383
ADDRESS: 1970 WEST FARMS ROAD, BRONX NY 10460
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 383 **SCHOOL NAME:** Emolior Academy

SCHOOL ADDRESS: 1970 West Farms Road, Bronx NY 10460

SCHOOL TELEPHONE: (718) 842-2670 **FAX:** (718) 842-2857

SCHOOL CONTACT PERSON: Derick Spaulding **EMAIL ADDRESS:** dspaulding@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denise Scottel

PRINCIPAL: Derick Spaulding

UFT CHAPTER LEADER: Deborah Ogedengbe

PARENTS' ASSOCIATION PRESIDENT: Mary Luz Reyes

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 12 **SSO NAME:** CFN 6

CFN NETWORK LEADER: Rudy Rupnarain

SUPERINTENDENT: Myrna Rodriguez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

| Name | Position and Constituent Group Represented | Signature |
|---------------------|--|---------------------|
| Derick T. Spaulding | *Principal or Designee | Derick T. Spaulding |
| Deborah Ogedengbe | *UFT Chapter Chairperson or Designee | Deborah Ogedengbe |
| Mary Luz Reyes | *PA/PTA President or Designated Co-President | Mary Luz Reyes |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| | 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 | |
| Demetria Gibbs | Member/Parent | Demetria Gibbs |
| Vivian Rodriguez | Member/Parent | Vivian Rodriguez |
| Jason Borsella | Member/Teacher | Jason Borsella |
| | Member/Teacher | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

At **Emolior Academy** our mission is to ensure that all students achieve at the proficient or advanced level in each subject area and develop strong character qualities for the preparation to ultimately gain admission to and be successful in College. We are a school community of staff, students, families and partners working together to create a sustainable culture of high expectations and strong academic achievement.

Emolior is Latin translation for the phrase "*to achieve by effort.*" Effort defines the expectation by which our students achieve proficiency in each subject area and develop the skills necessary for success in College. At Emolior Academy it is our responsibility to provide children with a safe space for the growth of ideas, learning and overall character. Emolior strives to expose students to an environment of high expectations, rigorous curriculum and student centered learning, focused on the intent to develop confident, self-motivated, critical thinkers.

Investigation of State assessments and College academic requirements reveals an emphasis on critical analysis, evaluation and synthesis of information, along with the ability to read and write different styles for different purposes. To gain proficiency of these learning outcomes, Emolior uses an inquiry based learning approach to instruction that gives our students active roles in the planning, development and evaluation of instruction/ activities. We believe pushing students to pose "real questions" that are supported by evidence and resources gives students a sustainable framework for understanding that can be applied to all learning

It has been established that learning objectives for the Middle School grades are to develop reading, writing, thinking, and problem solving skills. Emolior Academy is designed to expose our students to a comprehensive and consistent academic program that will allow them to develop the skills needed for greater academic and personal achievement. We accomplish this by creating a balanced approach to instruction that teaches students specific skills and then allows them to explore and apply their learning in meaningful ways. Understanding the learning needs of our students at each transition point from Middle School to graduation allows us to develop an individual learning plan for every student supporting his or her academic, social and emotional growth.

Emolior has adopted 7 strategies that we feel will lead to increased academic success and fulfillment of our mission to prepare students for college success.

- Be productive community contributors
- Development of strong character
- Data driven decision-making
- Preparation
- Exposure to elevated and consistent expectations
- Effective teaching
- Family support and involvement

In addition to our rigorous instruction and college preparatory curriculum every student participates in Emolior Academy's advisory program, designed to foster awareness of self, others, and the world as well as promote character development for college preparedness and success. Over the course of 3 years, advisors work closely to support student's personal and professional growth. It is expected that by graduation students will develop an understanding of the importance of work, effort and performance as it directly affects their future career and educational opportunities.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|---|-----------------|---------------|-----|--------------------------|--------------|
| School Name: | Emolior Academy | | | | |
| District: | 12 | DBN #: | 383 | School BEDS Code: | 321200010383 |

| DEMOGRAPHICS | | | | | | | | | |
|---|--------------------------------|----------------------------|-----------------------------|---|-----------------------------|-----------------------------------|----------------------------|---------------------------------------|---------------------------------------|
| Grades Served in 2009-10: | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | | | | | | 91.2% | 90.5% | | |
| Kindergarten | | | | | | | | | |
| Grade 1 | | | | Student Stability: % of Enrollment | | | | | |
| Grade 2 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | | | | | | 1 | 1 | | |
| Grade 4 | | | | | | | | | |
| Grade 5 | | | | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | | 67 | 100 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | | | 57 | | | 60 | 82 | | |
| Grade 8 | | | | | | | | | |
| Grade 9 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | | | | | | 12 | 1 | | |
| Grade 12 | | | | | | | | | |
| Ungraded | | | | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | | | | | | 2 | 2 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | | 12 | 22 | | | | | | |
| No. in Collaborative Team Teaching (CTT) Classes | | N/A | N/A | Principal Suspensions | | 0 | 2 | | |
| Number all others | | 2 | 14 | Superintendent Suspensions | | 0 | 1 | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs: Total Number (As of October 31) | | | |
| | 2007-08 | 2008-09 | 2009-10 | | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | | | | CTE Program Participants | | N/A | N/A |
| # in Trans. Bilingual Classes | | N/A | N/A | Early College HS Participants | | N/A | N/A |
| # in Dual Lang. Programs | | N/A | N/A | | | | |
| # receiving ESL services only | | 6 | 24 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | | 1 | 10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | | 7 | 11 |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | | 2 | 2 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | | 1 | 0 |
| | | 1 | 1 | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | | 100% | 100% |
| American Indian or Alaska Native | | 0 | 0 | Percent more than two years teaching in this school | | 0% | 50% |
| Black or African American | | 39.3 | 37.9 | Percent more than five years teaching anywhere | | 20% | 20% |
| Hispanic or Latino | | 60.7 | 61.4 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | | 0 | 0.7 | Percent Masters Degree or higher | | 80% | 80% |
| White | | 0 | 0 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | | 100% | 100% |
| Multi-racial | | | | | | | |
| Male | | 52.5 | 56.9 | | | | |
| Female | | 47.5 | 43.1 | | | | |

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

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | |
|--|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

| Individual Subject/Area Outcomes | Elementary/Middle Level (✓) | | Secondary Level (✓) | |
|---|------------------------------------|-----|----------------------------|-----|
| | ELA: | IGS | ELA: | IGS |
| | Math: | IGS | Math: | IGS |
| | Science: | IGS | Grad. Rate: | IGS |

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

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

Key: AYP Status

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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Emolior Academy realizes as a new school in its third year there are a tremendous amount of opportunities and challenges that we will encounter throughout our growth. According to NCLB mandates we are a school in good standing as well as a "well Developed school according to Department of Education assessment. We received a rating of "B" on our most recent report card which means we are on track to meeting our goal of being a "Well Developed, A rated school with all students meeting proficiency standards or better in each subject. This past year we have had the opportunity to create and more importantly implement a shared vision of instruction, culture and expectation at Emolior Academy. None of these tenets existed before last year as a new school and has been both a challenge and opportunity in creating the systems that govern their institution. We have been given the opportunity to branch every aspect of our school from our 3 rocks let us put unique characteristics into our own curriculum, our advisory system and the culture that we have worked hard to develop. We as a new school get to set the standard and expectation without a precedent. (i.e. we have a daily attendance goal of 95% for students that is posted and monitored everyday) Any student, staff or family member walking into this building will now assume that the standard has been the norm since our beginning and now is a solid expectation to be handed down to successive generations at Emolior Academy. There is continuous opportunity to create rituals such as our marking period Cum laude honors and our now bi-monthly all school teambuilding activities, celebrations and learning's. As a school we meet to develop ideas on how to improve student achievement and raise school-wide awareness. As we develop these ideas into concrete systems they then become the rituals, ideals and routines that comprise our school design.

The challenge then becomes how we translate these ideas and rituals to successive generations in way that makes them feel empowered to be a part of this culture as well as a voice to engender progress / change to what has already been established. The challenge will be how we grow exponentially and translate the same expectations, culture to students / staff that are not part of the original 1st year make-up. Will the systems developed in the first year work in the second and third year? And if not... what measures do we have or will adopt to make sure that we are addressing our needs to revise and progress? How will existing staff be empowered to turn-key important material, expectations and instructional expertise to in coming novice staff members? How will experienced staff members and novice staff members receive the individual development needed to manage the varying roles that will occur over the next few years? How will we manage to challenge our students instructionally, emotionally and developmentally as their needs change while maintaining our expectation / preparation for college readiness? How will we as a school manage characteristics such as behavior, programs and overall change when we double our students and staff? These are all questions / challenges that we are currently discussing as a school.

As a new school Emolior Academy views the gathering, analysis and interpretation of data as three autonomous yet interdependent stages of student performance monitoring that require the development of systems to accurately gage student progress. We feel we are effectively gathering data as a school. Since we are only in our second year we must rely on specific sets of data such as previous state testing scores, report card grades

attendance records and our own content produced information. As a school we created a plan/ system for gathering data school wide in each content area using some of the following measures.

- Beginning of the year baseline and mid-line assessments in each content area
- standards-based unit tests and portfolio assessments (every 5 - 7 weeks)
- School-wide focus on implementation of daily formative assessments.
- Use of DYO acuity assessments (in math / Ela)
- Utilization of ATS, ARIS and incoming student data
- Emolior developed progress report / report card data / teacher ease grade keeping system

Our analysis begins with deciphering student data from all of the above systems and eventually translating into f an Emolior Academy developed all subject data spreadsheet that tracks all of the above assessment data on one school-wide tracking sheet. Our school-wide data spreadsheet allows Emolior Academy to first review data from the different categories our students comprise (gender, race, language and special need) We are then capable of viewing progress trends across the grade as a whole school and then more specifically each content area. This information is reviewed, translated in school-wide planning meetings (consisting of all staff) cabinet meetings (including ELA / Math coaches / principal) and specific content meetings (including teachers, coaches and principal) Data stemming from units, assessments and over-all student work is then analyzed by each content teacher to begin the process of revising instructional plans, student AIS and content / student goal setting. Data from school-wide characteristics (attendance, behavior, etc) are analyzed as a school by all staff and discussed during common planning, and all staff meetings. To date just some of the findings from our analysis have been as such:

- *27% of our 6th grade students are at proficiency level in math while 19% are at proficiency or better in ELA. 24% of our 7th grade students are at proficiency level in math while 29% are at proficiency or better in ELA. 34% of our 8th grade students are at proficiency level in math while 20% are at proficiency or better in ELA (According to state testing standards*
- *Of the previous 2 statistics, our Sped Ed population is the highest performing group with our Ell population closely behind them in terms of proficiency ratings and year's progress.*
- *Our lowest performing population is our black boys lagging far behind all other populations*
- *We have interpreted that our students struggle with writing mechanics and specifically choosing relevant evidence from a text (our inquiry team focus)*
- *We found that our students have limited prior knowledge with science and social studies content.*
- *We have hovered around 90% yearly attendance average when our goal is 95% as a school*
- *Only 8 students are meeting our cum laude status of having an 80% or better in each content area.*

We feel we are effectively interpreting data as a school but are still seeking better systems / methods to make use of the information learned for increased student achievement. To address the data presented previously we have begun to address target populations for AIS, begun a group for young black males and females, instituted an incentive program for chronic attendance problems and offered extra assistance in Social Studies and Science. Sat programs in Math and ELA were utilized to prepare students for state testing. Our inquiry focus is centered on writing mechanics and specifically choosing relevant evidence from a text along with evaluating the complexity of a text to the reader.

In addition to our own findings we have heavily reviewed the findings from last year's quality review to build upon successful practices as well as design / implement school-wide improvement initiatives that would lead to increased student achievement the findings were as follows:

What the school does well –January 11-12, 2010

- The school has a safe environment and inclusive culture that supports progress towards the school's professional, academic, and youth development goals. Students are interested and engaged in their learning and want to succeed.. 1.4
- School leaders and faculty gather and analyze a range of formative and summative data needed to create an overview of the school's strengths and areas of need. 2.1
- There is a short list of clear, focused school level goals and action plans, annual and interim goals, which drive efforts to accelerate student learning. 3.1a

- School leaders and faculty consistently communicate high expectations including attendance, behavior and academic performance to students and families. 3.4
- The leadership and staff integrate youth development, support services and partnerships with outside organizations and families with the school wide goals to accelerate the academic and personal growth of students. 4.4
- Professional learning opportunities at the school are purposeful and aligned with schools goals and curricula. 4.3a
- School leaders and faculty regularly evaluate the effectiveness of teacher teams engaged in structured professional collaboration and make improvements to support this work as needed. 5.4

Areas for improvement

- Engage parents and students in their own learning, through regularized open exchanges of information regarding students' learning needs and next steps to achieve goals. . 2.4
- Involve families and students in needs assessments, goals setting and action planning in order to promote ownership of the school's instructional process. 3.1
- Regularly evaluate the school's leadership development opportunities and structures to support leadership for teachers, parents and students. 5.4

From these findings we realize that we must begin to improve the School / family connection as well as address the needs of our top 1/3 performing population. We have seen a need to increase attendance across the board as well as have a fluid curriculum that addresses the needs of all students. Building on the successes of last year and reviewing data to formulate plans of action for this coming year is the centerpiece of planning and action for Emolior Academy and all of it various teams and components.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Emolior Academy Goal # 1

Expand system(s) for sharing performance data and academic information with families to improve scholar achievement

Measurable Objective:

The number of parents who logon and view scholar data in the **ARIS Parent Link** views will **increase** from last year's total of 5 parents (.03% of total scholar population) to this year's anticipated goal of 30 parents (.14% of total scholar population) **representing a 13.98% increase over last year's viewing total.**

*** Goal developed to address an area of needed improvement as detailed on this past year Quality Review

Emolior Academy Goal # 2

Improve school-wide scholar achievement in 6th grade ELA

Measurable Objective:

The overall scholar proficiency rating on the ELA State Examination for the 6th grade class will move from 20% to 26% for an expected **increase of 6% percent overall.**

Emolior Academy Goal # 3

Develop a system to increase the aggregation, organization and sharing of important scholar data school-wide

Measurable Objective:

The percentage of teachers utilizing the Teacher Ease grading system to share scholar data will **increase** from 60% to 90% representing a 30% increase in teacher usage.

Note: *usage will be measured by the amount of logins recorded by year's end with a minimum of 10 logins needed to qualify as official usage.*

*** Goal developed to address an area of needed improvement as detailed on this past year Quality Review

Emolior Academy Goal # 4

To engage teachers in the implementation of the new State Core Common Standards in alignment with Emolior Academy's Project / Problem Based Learning curriculum

Measurable Objective:

By June 2011, **50% of Emolior Academy teaching staff** (9 teachers in a staff of 18 teachers) will demonstrate integration of the new Core Common Standards in their lesson planning / implementation.

Emolior Academy Goal # 5

Increase parent, teacher and scholar satisfaction of Emolior Academy's learning environment in targeted school areas

Measurable Objective:

On the School Satisfaction Survey in the category of "Safety and Respect," Emolior Academy will **raise** from an overall survey rating of 7.3 (.6 decline from the previous year's survey) to an **increase** on this year's survey rating of 7.9. **Representing an overall expected gain of .6 rating points.**

*** Goal developed to address an area of needed improvement as detailed on this past year Quality Review

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Expand system(s) for sharing performance data and academic information with families to improve student achievement.</p> <p>Measurable Objective: The number of parents who logon and view student data in the <u>ARIS Parent Link</u> views will increase from last year’s total of <u>5 parents</u> (.03% of total student population) to this year’s anticipated goal of <u>30 parents</u> (.14% of total student population) <u>representing a 13.98% increase over last year’s viewing total.</u></p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Ensure parent notices and correspondences are communicated in a timely manner • Utilize a Parent Coordinator to train parents in Aris Parent Link • Utilize Parent Guardian Association to communicate messages to families about Aris use • Adoption of a monthly parent/ guardian bulletin entitled EAP (Emolior Academy Publication) to highlight Aris topics • Presentation of monthly parent/ guardian workshops on Aris held for parents, guardians and families of Emolior Academy • Utilization of 3 yearly open houses for all current and prospective students / families • Utilization of Teacher Ease grading system which allows parents/ guardians to view their child’s grades and progress from home |

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| | <ul style="list-style-type: none"> • Implementation of 2 yearly parent / guardian surveys centered around assessing the views, needs and feedback of student families • Schedule of at least 4 yearly school activities aimed at giving families an opportunity to celebrate student accomplishment • Administer 4 yearlong progress reports to provide parents / guardians with updates on student progress in each content area • Establish link with at least 1 CBO that will provide parents / guardians with essential services as well as support Emolior Academy's family outreach initiative (SOBRO Organization) • Commitment of administration, teachers and staff to plan / implement communication, activities and events that center on ARIS use. • Utilization of Intermediary (New Leaders) and School Support Organization (CFN) principal mentoring to discuss, plan and implement family outreach goals |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> • Participation in Leadership LSO Knowledge Management offerings: <ul style="list-style-type: none"> ◦ _____ Ongoing _____ Dates • Participation in Emolior Academy sponsored Summer development and yearlong curriculum development program led by IDE • Allocate funding for one instructional coach to provide customized on-site support to teaching staff through modeling, observations, and immediate feedback. • Allocate title 1 funding to hire an additional content teacher to provide small group instruction by reducing class sizes across entire 7th grade. • Utilize Emolior Academy Intermediary resources to acquire curriculum design professional development services from IDE. • Utilize a schedule that incorporates weekly common planning time across content areas. • Utilize Title 1 funding to hire a D.O.E. sponsored teacher mentor to provide support services for all new and 2nd year teachers • Utilize intermediary funding for the creation of a school web portal to post all content curriculum maps, rubrics and unit projects • Allocate title 1 funding to hire an additional content teacher to provide small group instruction by reducing class sizes across entire 7th grade • Participation in summer and yearlong Emolior Academy developed Individualized Professional Development program (EIPD) aimed at increasing teacher instructional capacity on topics such as Project Based learning, differentiation and student feedback. |

Indicators of Interim Progress and/or Accomplishment

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

- Evidence logs in Aris that detail parent usage
- Evidence will be based on sign in sheets from various school functions such PTA meetings, parent workshops, parent teacher conferences, teacher meetings monthly activities)
- The number of PTA memberships
- Parent sign-ins at scheduled Aris workshops throughout the year
- The percentage of parent / guardian support as measured by attendance and surveys completed throughout the year

Subject/Area (where relevant): ELA

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Improve school-wide student achievement in 6th grade ELA</p> <p>Measurable Objective: The mean student proficiency rating on the NYS ELA State Examination for the 6th grade class will move from 20% to 26% for an expected <u>increase</u> of 6% percent overall</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> • Provide a 3 week summer curriculum design seminar for all ELA teachers. • Develop / implement a project based ELA curriculum map and accompanying unit project tasks • Administer a beginning of year baseline assessment to establish individual goals for students based on their level of performance. • Analyze Acuity predictive and interim assessment results to establish groupings and provide effective differentiated instruction. • Define learning objectives and assessment criteria for every unit • Conduct individual goal setting meetings with students based on baseline results with goals to be revisited in 8 week cycles |

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| | <ul style="list-style-type: none"> • Use of Study Island intervention program to administer, monitor and target specific math skills • Implement an online homework program through Study Island intervention program • Analyze unit assessments and portfolio projects to monitor progress. • Develop AIS groups for the lowest level and highest level performing students. • Administer in the moment assessment in the form of daily quizzes that are analyzed and used to monitor progress and revise instructional plans. • Develop a before-school and Saturday school ELA study group for students leading up to the state test • Utilize weekly common planning periods among teachers, team leaders and administration to develop a clear vision of assessment goals and implementation activities • Implement a quarterly review of all school formative and summative data to inform planning of instruction and assessments for increased achievement and proficiency • Utilize portfolios to categorize goals, benchmarks, outcomes and progress; Bi-monthly review of these portfolios by ELA team and Emolior Academy Improvement council to inform planning of assessments and next step. Utilize feedback from formative and summative assessments logs to map instruction and develop a clear plan of action for students not meeting instructional goals |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> • Participation in Leadership LSO Knowledge Management offerings: <ul style="list-style-type: none"> ◦ _____ Ongoing _____ Dates • Participation in Emolior Academy sponsored Summer development and yearlong curriculum development program led by IDE • Allocate funding for one instructional coach to provide customized on-site support to teaching staff through modeling, observations, and immediate feedback. • Allocate title 1 funding to hire an additional content teacher to provide small group instruction by reducing class sizes across entire 7th grade. • Utilize Emolior Academy Intermediary resources to acquire curriculum design professional development services from IDE. • Utilize a schedule that incorporates weekly common planning time across content areas. • Utilize Title 1 funding to hire a D.O.E. sponsored teacher mentor to provide support services for all new and 2nd year teachers • Utilize intermediary funding for the creation of a school web portal to post all content curriculum maps, rubrics |

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| | <p>and unit projects</p> <ul style="list-style-type: none"> • Allocate title 1 funding to hire an additional content teacher to provide small group instruction by reducing class sizes across entire 7th grade • Participation in summer and yearlong Emolior Academy developed Individualized Professional Development program (EIPD) aimed at increasing teacher instructional capacity on topics such as Project Based learning, differentiation and student feedback. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • A clearly articulated curriculum map and learning plan in each content area that incorporates learning goals, objectives, benchmarks along with demonstration of incremental progress • Demonstrated progress on student performance tracking program (Emolior Academy utilizes the Teacher Ease grading program) • Log of formative assessment implementation • Demonstrated progress on student performance tracking program (Emolior Academy utilizes the Teacher Ease grading program) • Results from Study Island online data system • Results from individual goal setting meetings conducted in 8 week cycles • Results of daily quizzes • Results of unit testing • Results of portfolio projects • Results of interim and State assessments |

Subject/Area (where relevant): All Content Data

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Develop a system to aggregate, organize and share important student data school-wide.</p> <p>Measurable Objective: The percentage of teachers utilizing the <u>Teacher Ease grading system</u> will increase from <u>60% to 90%</u> representing a <u>30% increase</u> in teacher usage. Note: usage will be measured by the amount of logins recorded by year's end with a <u>minimum of 10</u> logins needed to qualify as official usage.</p> <p><i>*** Teacher ease is the grading software selected to address the issue of school wide grading and data collection / sharing as mentioned in school quality review.</i></p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Provide a 3 week summer curriculum design seminar for all teachers. • Purchase a subscription for all teaching staff to Teacher Ease grading system • Establish content leaders to organize and share school-wide data • Collect and share printout of teacher grades on a monthly basis • Analyze Acuity predictive and interim assessment results in teacher teams to establish groupings and provide effective differentiated instruction. • Conduct weekly administrative cabinet meetings to discuss monitor and revise instructional action plan as needed. • Provide Professional development utilizing research-based guidance on effective formative assessment use to increase strategies in the classroom and develop Teacher content knowledge for the successful implementation of formative assessment practice • Utilize weekly common planning periods among teachers, coaches and administration to develop a clear vision of assessment goals and implementation activities • Implement a quarterly review of all school formative and summative data to inform planning of |

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| | <p>instruction and assessments for increased achievement and proficiency</p> <ul style="list-style-type: none"> Utilize portfolios to categorize goals, benchmarks, outcomes and progress; Bi-monthly review of these portfolios by math team and Emolior Academy Improvement council to inform planning of assessments and next step. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> Participation in Leadership LSO Knowledge Management offerings: <ul style="list-style-type: none"> _____Ongoing_____ Dates Participation in Emolior Academy sponsored Summer development and yearlong curriculum development program led by IDE Allocate funding for one instructional coach to provide customized on-site support to teaching staff through modeling, observations, and immediate feedback. Allocate title 1 funding to hire an additional content teacher to provide small group instruction by reducing class sizes across entire 7th grade. Utilize Emolior Academy Intermediary resources to acquire curriculum design professional development services from IDE. Utilize a schedule that incorporates weekly common planning time across content areas. Utilize Title 1 funding to hire a D.O.E. sponsored teacher mentor to provide support services for all new and 2nd year teachers Utilize intermediary funding for the creation of a school web portal to post all content curriculum maps, rubrics and unit projects Allocate title 1 funding to hire an additional content teacher to provide small group instruction by reducing class sizes across entire 7th grade Participation in summer and yearlong Emolior Academy developed Individualized Professional Development program (EIPD) aimed at increasing teacher instructional capacity on topics such as Project Based learning, differentiation and student feedback. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> Monthly printouts of Teacher ease accounts for all teachers Monthly monitoring of teacher logins A clearly articulated curriculum map and learning plan in each content area that incorporates learning goals, objectives, benchmarks along with demonstration of incremental progress Demonstrated progress on student performance tracking program (Emolior Academy utilizes the Teacher Ease grading program) Results of daily quizzes Results of unit testing |

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| | <ul style="list-style-type: none"> • Results of portfolio projects • Results of interim and State assessments |
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Subject/Area (where relevant): State Core Common Standards

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To involve teachers in the implementation of the Core Standards in alignment to our school curriculum Measurable Objective: By June 2011, <u>50% of our teaching staff (9 teachers in a staff of 18 teachers)</u> will demonstrate integration of the core standards in their lesson planning / implementation.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Provide PD opportunities for teachers to engage on the implementation of the core standards. • Participation on our All In common planning sessions focused on curriculum planning and Core Standards implementation • Utilize a schedule that incorporates weekly common planning time across content areas. • Establish teachers' inter-visitations focused on implementation of Core Standards. • Per session resources are allocated for participating teachers to collaborate 3 hours per month afterschool to plan subject area / grade specific curriculum aligned with the Core Standard • Utilize Emolior Academy Intermediary resources to acquire curriculum design professional services from IDE • Teachers meet for a 3 week summer intensive professional development series focused on curriculum development / writing led by administration and IDE curriculum team. |

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| | <ul style="list-style-type: none"> • Teachers in grade teams are released 3 times per school year to work individually with IDE curriculum specialists to complete curriculum writing goals. • Utilization of Department of Education scheduled professional development days to revise created curriculum led by administration and IDE curriculum team. • All teacher schedules incorporate a weekly common planning period to create curriculum cross grade, grade and content team specific. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> • Participation in Leadership LSO Knowledge Management offerings: <ul style="list-style-type: none"> ◦ _____ Ongoing _____ Dates • Participation in Emolior Academy sponsored Summer development and yearlong curriculum development program led by IDE • Allocate funding for one instructional coach to provide customized on-site support to teaching staff through modeling, observations, and immediate feedback. • Allocate title 1 funding to hire an additional content teacher to provide small group instruction by reducing class sizes across entire 7th grade. • Utilize Emolior Academy Intermediary resources to acquire curriculum design professional development services from IDE. • Utilize a schedule that incorporates weekly common planning time across content areas. • Utilize Title 1 funding to hire a D.O.E. sponsored teacher mentor to provide support services for all new and 2nd year teachers • Utilize intermediary funding for the creation of a school web portal to post all content curriculum maps, rubrics and unit projects • Allocate title 1 funding to hire an additional content teacher to provide small group instruction by reducing class sizes across entire 7th grade • Participation in summer and yearlong Emolior Academy developed Individualized Professional Development program (EIPD) aimed at increasing teacher instructional capacity on topics such as Project Based learning, differentiation and student feedback. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Vertically and horizontally aligned curriculum map at each grade level. • Clearly articulated learning plan in each content area that incorporates learning goals, objectives, benchmarks along with demonstration of incremental progress of infusing Core Standards • Develop a school system that allows curriculum to be posted school-wide and shared with teachers, parents, students and in online communities. • Analysis of teacher formal / informal observations that exhibit evidence of curriculum implementation that is grade / content appropriate and spirals through expected learning outcomes. |

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| | <ul style="list-style-type: none"> • Chunking the curriculum into three-to-five week units with identified essential questions for unit of instruction. • Development of a problem-based task as the core of each instructional unit aligned to Core Standards • Development of a four-column, analytic rubric to drive instruction and serve as a curricular guide for each unit ending problem based task. • Creating a plan for differentiation of instruction by analyzing structures and strategies required to build student responsibility for learning and student engagement. • Development of a one-to-two period transfer task (or series of transfer tasks, depending on the unit) as the summative assessment for each unit. • Development formative assessments for each unit that will allow teachers to gauge student learning throughout and make instructional adjustments as needed. • Results of daily quizzes • Results of unit testing • Results of portfolio projects • Results of interim and State assessments |
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Subject/Area (where relevant): School Culture

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Increase parent, teacher and student satisfaction of school learning environment in targeted school areas. Measurable Objective: On the <u>School Satisfaction Survey</u> the category of “Safety and Respect” will increase from an overall survey rating of 7.3 (.6 decline from the previous year’s survey) to an increase on this year’s survey rating of 7.8. Representing an overall expected gain of</p> |
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| | <u>.5 rating points.</u> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> • Family outreach efforts to include attendance alerting and methods to improve student attendance • Goal setting / conferencing in each advisory to incorporate goals directly related to student safety and respect • Development of an incentives program for students meeting personal goals related to improved safety and respect program • Incorporate attendance awards at all quarterly assemblies for students demonstrating monthly progress toward safety and respect improvement • Development and monitoring assistance of targeted safety and respect improvement plan by Emolior Academy's Intermediary (New Leaders and school support organization (CFN) • Hire a parent coordinator. • Establish a functional parent association. • Establish weekly meetings and encourage staff participation • Send weekly updates to the entire school community. • Increase the number of members at the School Leadership team meetings. • Prove a survey for both teachers and parents to gain feedback and find out what their current needs are. |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> • Participation in Leadership LSO Knowledge Management offerings: <ul style="list-style-type: none"> ◦ _____ Ongoing _____ Dates • Participation in Emolior Academy sponsored Summer development and yearlong curriculum development program led by IDE • Allocate funding for one instructional coach to provide customized on-site support to teaching staff through modeling, observations, and immediate feedback. • Allocate title 1 funding to hire an additional content teacher to provide small group instruction by reducing class sizes across entire 7th grade. • Utilize Emolior Academy Intermediary resources to acquire curriculum design professional development services from IDE. • Utilize a schedule that incorporates weekly common planning time across content areas. • Utilize Title 1 funding to hire a D.O.E. sponsored teacher mentor to provide support services for all new and 2nd year teachers • Utilize intermediary funding for the creation of a school web portal to post all content curriculum maps, rubrics and unit projects • Allocate title 1 funding to hire an additional content teacher to provide small group instruction by reducing class sizes across entire 7th grade • Participation in summer and yearlong Emolior Academy developed Individualized Professional Development program (EIPD) aimed at increasing teacher instructional capacity on topics such as Project Based learning, differentiation and student feedback. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Monthly review of current Aris data (in relation to past years data) • A monthly review of logged calls to parents / guardians of students • A clearly articulated incentives program developed by the last week of November • Minutes from monthly meetings with Intermediary and support organization to support safety and respect improvement goal • Establishment of at least one CBO connection to aide and support improvement goal • Quarterly review of student goals related to improvement • Increase participation at SLT meetings and retain attendance sheets. |

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| | <ul style="list-style-type: none">• Increase student morale and academic achievement as evidenced by report cards.• Monthly Newsletters to the community. |
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
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| ELA: | <p>Students receive AIS services through an Emolior Academy skills class and push-in intervention service targeting literacy, reading and writing skills development / reinforcement through our own developed program. This program includes skill practice worksheets sheets, enrichment exercises; Literacy based games, test preparation, re-teach and goal setting. This class meets 2 periods a week during the day and is leveled according to their performance on previous 2 years State Assessment, teacher anecdotal notes, beginning year baseline assessments and overall student performance.</p> <p>Students also receive the same AIS based service (described above) for an hour long session, twice a week as part the Emolior Academy afterschool programming. (Beginning in January as part of our school test preparation)</p> <p>Students also receive the same AIS based service (described above) for a 2 hour long session, once a week on Saturdays as part the Emolior Academy 7 week ELA State Assessment preparation programming.</p> |
| Mathematics: | <p>Students receive AIS services through an Emolior Academy skills class and push-in intervention service targeting numeracy skills development / reinforcement through our own developed program. This program includes skill practice worksheets sheets, enrichment problems, mathematics based games, test preparation, re-teach and goal setting. This class meets 2 periods a week during the day and is leveled according to their performance on previous 2 years State Assessment, teacher anecdotal notes, beginning year baseline assessments and overall student performance.</p> <p>Students also receive the same AIS based service (described above) for an hour long session, twice a week as part the Emolior Academy afterschool programming. (Beginning in January as part of our school test preparation)</p> <p>Students also receive the same AIS based service (described above) for a 2 hour long session, once a week on Saturdays as part the Emolior Academy 7 week ELA Sate Assessment preparation programming.</p> |
| Science: | <p>Grade 7 and 8 after school study program focuses on Science content necessary in preparation for the 8th grade State Science Assessment and portfolio projects.</p> |

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| Social Studies: | Grade 7 after school study program focuses on Social Studies content necessary in preparation for the 8 th grade State Social Studies Assessment and portfolio projects. |
| At-risk Services Provided by the Guidance Counselor: | N/A |
| At-risk Services Provided by the School Psychologist: | Services provided include: conflict resolution, crisis intervention, family support services, and referrals to community-based organizations along with classroom management support to teachers. |
| At-risk Services Provided by the Social Worker: | N/A |
| At-risk Health-related Services: | N/A |

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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

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

Section I. Student and School Information

Grade Level(s) 6th and 7th grade Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Emolior Academy Language Allocation Team:

Derick Spaulding – Principal
Denise Scottel – Assistant Principal
Isis Monteza – ESL Teacher
Jeffrey Hill – ESL Teacher
Miosotis Cruz – Parent Coordinator
Modesto Mercado – Guidance Counselor
Cynthia Garcia – Translation Support
Jasmine Pujols – Translation Support

Emolior Academy is a small, neighborhood, 6th – 8th grade school committed to ensuring that all of our students achieve at the proficient or advanced level in each subject area and develop strong character qualities for the preparation to ultimately gain admission to and be successful in college. Our current student population is 220 students. We have 3 self contained Special Education classes and to date have identified 25 English Language Learners of varying proficiency in our school.

One of our goals at Emolior Academy is to provide quality instruction to ELL students in order for them to achieve academic proficiency in the English language. To accomplish this goal, ELL's will be provided with strategies to reinforce skills in all content areas. They will continue to be provided with opportunities to acquire maximum language acquisition through in school and after school programs in reading, math and science, including Academic Intervention Services, and small group instruction through a push in, pullout model for individualized language instruction.

During the registration process, parents are informed and educated about the freestanding ESL program offered at Emolior Academy. Parents have the option to place their child in this program based on their understanding of this program and the needs of their child. Based on our data the Freestanding ESL Program is the program parents request for their child to be enrolled in. The ESL Coordinator reviews the Home Language Identification Survey (HLIS) for testing eligibility. If it is determined that the student requires services (per LAB-R/Spanish LAB) after the student has been tested through the Revised LAB (R-LAB) students are placed in the freestanding ESL program. Our school also offers parent orientation meetings that are scheduled periodically to ensure the delivery of appropriate information regarding instructional programs and parents rights. Additionally, parents / guardians view the video, *The Parent Connection*—an Orientation for Parents of Newly Enrolled English Language Learners. (If necessary) Parent/Guardians are provided with the *Guide for Parents of English Language Learners*, an informative packet which details pertinent information regarding ELL's. Parents/Guardians are provided an opportunity to ask questions and gain clarification about meeting the needs of their child.

Assessment Analysis

The tables below illustrated 2009 NYSESLAT results:

| Analysis of LAB-R /or NYSESLAT results for Emolior Academy | | | | |
|--|----|---|-----|-------|
| Grade Levels | 6 | 7 | 8 | Total |
| Beginners (B) level: | 2 | - | --- | 2 |
| Intermediate (I) level: | 6 | 4 | --- | 10 |
| Advance (A) level: | 10 | 4 | --- | 13 |
| Total | 18 | 8 | | 25 |

Most of our ELL students are at the intermediate or advance level of language proficiency. In our analysis of the four modalities we found that students performed well on the listening and speaking components across all the levels. Their performance level on the reading and writing portion of the test showed areas of concern. The data indicates a need to ensure that our ELL's are provided multiple opportunities to grow their language development in all areas. In our Freestanding ESL Program, teachers of all subjects will use ESL methodologies to ensure optimal learning while focusing on the development of the academic language needed for the student to properly navigate the learning. Writing must become an integral part in all subjects in order to promote proficiency and English language competency. Our ESL and our ELA teachers must focus their efforts on providing reading, writing, speaking, and listening lessons that are supportive, differentiated, and rigorous.

To ensure academic rigor in our ESL program, ELL's students are held to the same high standards as their peers. In order for students to meet or exceed New York State and City standards, the ESL program develops students' English language skills through ESL and ELA instructional strategies and methodology like building listening, writing and reading stamina, describing and analyzing pictures, developing voices, developing sentences and starting prompts, a deep understanding of cross cultural cognizance in all content area instruction using English instruction. Teachers provide services to ESL students through the push-in, pullout model. Teachers of ELL's and classroom teachers are provided with common preps in order to prepare and maximize English language acquisition instruction for ELL's. The following is a breakdown of instruction for students in the ESL Program.

ELA:

Our goal is have students achieve the proficient level of the NYSESLAT and reach standard level on the NY State Exams before leaving our school. To this end our focus is to continue to develop language and provide students access to various genres, reading and writing strategies, opportunities to engage in a process of "accountable" talk related to their work and a rigorous standard based curriculum. Our ESL teacher will consistently meet with ELA teachers to align their efforts. All content area teachers will also be accountable to this end. In every subject area students will be provided time to talk, read, discuss and write. Lessons plans will reflect language objectives across curriculum in order to push the work. Teachers will use good questioning techniques to support and challenge the student's thinking.

New York State ELA Assessment (Winter 2009)

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| 6 | 1 | 12 | 3 | - |
| 7 | | 4 | 3 | N/A |
| 8 | N/A | N/A | N/A | N/A |

The scores listed above have indicated a need to focus on bolstering literacy skills for ELL's. We will continue to be steered by literacy, grade-level curriculum map which drives literacy instruction and Professional Development within our school. Learning strategies are provided through the four language modalities, which are particularly beneficial to English Language Learners to achieve optimum language academic proficiency. Through a range of ESL strategies and activities, ELL's are encouraged to speak through task-oriented situations in order to interact and communicate with peers and adults. They are provided with opportunities to articulate in activities such as retelling, reporting, responding to a book or news accounts, offering an opinion, and describing (a character, or event). Strategies for developing and improving listening skills include collaborative situations utilizing question and responding techniques, note-taking, following spoken instructions, and extracting important information from a conversation. Teacher modeling includes the stress and intonation patterns of English. Media technology resources such as videos and audios (books on tape), will continue to be utilized. Improving English proficiency in literacy includes guided, shared and independent reading opportunities. Other supports for building reading fluency and comprehension include developing sight word awareness, learning letter-sound relationships and developing strategies for word attacks. Different types of writing genres are introduced, such as letter writing, poetry, narrative and informational reports through modeling and shared writing activities and mini lessons, using graphic organizers and developing word-walls to offer spelling and vocabulary support. Teachers provide students one-on-one conferencing, an optimum opportunity for providing individual meeting time to support overall structure, content, and other language demands such as grammar and vocabulary.

Mathematics:

When students enter our system we must quickly access the student's mathematical knowledge in order to inform instruction. Our math instruction must focus in on developing basic mathematical skills while working towards grade level objectives. There will be a focus on the development of the academic language of math. Many of our students struggle with the language of mathematics. The work must focus on the development of the academic vocabulary and language to navigate the subject. Mathematical concepts must be introduced and reviewed using different modalities to ensure that the work is accessible to every student. Interim Assessments, unit testing, daily quizzes and portfolios; along with other data will be used throughout the year to identify areas of weakness and inform teacher planning.

New York State Math Assessment (Spring 2008)

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| 6 | 1 | 4 | 12 | 1 |
| 7 | | 2 | 5 | |
| 8 | N/A | N/A | N/A | N/A |

Like many of our mainstream students, the data indicates that ELL's struggle with mathematical concepts and language. The focus of our instruction must be on providing students with many opportunities to experience and discuss mathematical concepts in real life hands on applications. Vocabulary and mathematical language must be utilized to help students articulate and comprehend mathematical concepts.

The implication for math instruction for ELL's and instructors is to continue to utilize instructional time blocks, *Impact Math program* and assessment results to plan instruction. We also strive to provide small group, differentiated instruction and present on-going Professional Development to teach effective math practices to ELL's.

Students have a wide range of developed and prior knowledge experiences. Through differentiated instruction, ELL's are engaged in tiered activities to meet their varied needs. The levels of skills in the native language are considered when preparing lessons. Scaffolding techniques are used extensively. Students acquire more responsibility as they gain academic, communicative competence in target areas. This occurs through the use of simplified language, teacher modeling, visual graphic organizers, cooperative activities and hands-on learning, all techniques to help build literacy and academic concepts. Academic language development is achieved in a collaborative setting where ELL's and teachers are partners in learning. Teachers provide this scaffolding support that is responsive to the students' needs in developing academic language.

Formal ELL students receive one period of ESL instruction per week. The ESL provider continues to articulate with classroom and content area teachers in order to continue to evaluate and monitor student progress. Additionally, formal ESL students are invited to after school programs through Title I funding. Students with Interrupted (or limited) Formal Education (SIFE) and long term ELL's, receive one or two units of ESL (depending on NYSESLAT proficiency levels instruction in small group push-in or pull-out ESL programs. They are also provided with supplemental after school math and literacy instruction through Title I funds . English Language Learners in special education programs receive mandated units of ESL based on their level of proficiency and/or their Individual Education Plan (IEP). Additionally, in order to meet a special education student's academic language needs, an alternative placement paraprofessional is provided in the student's native language when indicated in students' IEP.

We aim to ensure that our ELL students with special needs / I.E.P. receive additional support to further develop their academic language. Resource room services for ELL's with special needs will also follow any Language Allocation Policy mandates. In the classroom, instruction will be differentiated and scaffold in order to meet the needs of individual or groups of students. Newcomers will receive instruction by certified ESL teachers to focus on the language needs and development of ELL students. All forms of data such as ESL and ELA Interim assessments, NYSESLAT, ELA, and Mathematics scores, teacher created assessments, portfolios, conferences, goals with students will be reviewed and used consistently throughout the academic year to guide instruction. In addition after- school programs and our Saturday Academy will also provide our newcomers, and long-term ELL's with opportunities to continue their English language development. Freestanding ESL aim to adhere to the number of units of ESL instruction as needed by students in the beginner, intermediate, or advanced levels.

In order to advance students' NYSESLAT levels, we instruct students with rigorous lessons that increase their abilities in the four modalities (speaking, listening, reading, and writing) or parts of the exam. All ELL's classrooms have been equipped with authentic materials that aid language acquisition. We also use various textbooks and test sophistication programs that prepare students for both the NYSESLAT and ELA exams. Teachers use content area textbooks leveled and designed for the educational and language needs of ELL students. Students are provided academic subject area instruction and materials in a variety of genres, using ESL methodology and instruction through the four modalities, in order to address the five New York State ESL learning standards. We will continue to utilize **Getting Ready for NYSESLAT** test preparation program_which provides instruction and practice in sentence structure, parts of speech, proper word usage, grammar and mechanics will also be used in order to support and boost English proficiency. Indicators of success will be results from NYSESLAT, ESL interim assessments, content grades, teacher observation, ongoing assessment, student's goals and portfolios.

Professional Development

In order for ELL's to receive quality instruction, on-going Professional Development is an essential catalyst for providing staff with effective and proven strategies, methodology, and activities, which support academic rigor. Providing instructors with sound, essential approaches will also provide students with optimal conditions for second language acquisition. In order to provide this support for educators in our school, Professional Development will be given through monthly and weekly grade conferences. This Professional Development will continue to provide optimal research acquisition approaches in ESL, analyzing data assessments to drive instruction and implementing scaffolding strategies for quality teaching of English Language Learners.

Professional development and training will also be facilitated in house by staff that specializes in language acquisition offers strategies to develop language, ESL methodologies, and differentiated instruction for ELL students. Other training will be offered through Fordham University Bilingual ESL Technical Assistance Centers (BETAC), BETAC offers technical support in the identification of ELL and other State mandates. Additionally, teachers will also have the opportunity to

| | | |
|--|-----------------|--|
| Purchased services - High quality staff and curriculum development contracts. | (e.g., \$5,000) | (Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | (e.g., \$500) | (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) |
| Educational Software (Object Code 199) | (e.g., \$2,000) | (Example: 2 Rosetta Stone language development software packages for after-school program) |
| Travel | | |
| Other | | |
| TOTAL | | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

As a new school we have assessed through ATS home language surveys and through our own polling measures that over 20% of our parents have identified Spanish as their primary language. This indicates to us that although this number represents just a fifth of our student population we must provide all written notices to families both in English and Spanish along with having a Spanish translator at every family / school meeting so that we are meeting the needs of our entire student / family body. Additional information is received from Parent-Teacher Association meetings, Parent Workshops and at Parent-Teacher Conferences which also assists in determining written and oral needs.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

As a new school we have assessed through ATS home language surveys and through our own polling measures that over 20% of our parents have identified Spanish as their primary language. This indicates to us that although this number represents just a fifth of our student population we must provide all written notices to families both in English and Spanish along with having a Spanish translator at every family / school meeting so that we are meeting the needs of our entire student / family body. Additional information is received from Parent-Teacher Association meetings, Parent Workshops and at Parent-Teacher Conferences which also assists in determining written and oral needs.

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.

All correspondence from Emolior Academy to families is sent both in English and Spanish translation. (Spanish is the only other primary language utilized by our students / families and will adjust according to the language needs of newly arriving students) All documents are translated by our secretary who is a trained and certified Spanish translator. We also utilize the D.O.E office of translation services for student recruitment documents as the need arrives. All translated documents will be maintained on our database for future utilization.

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.

Emolior Academy provides oral translation in Spanish for all school / family meetings through the use of our own in-house translators. We are currently pricing an automated electronic system that will provide instant translation of all school communication. We will review our current / future translation needs along with the translation allocation budget to determine whether purchase of such a system is feasible and necessary.

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>.

Emolior Academy will identify all dates and anticipated document translation needs at least 30 days in advance to ensure timely and proper translation to service all student / family needs. Emolior Academy will also utilize a calendar of all scheduled meetings to ensure that translation is available and all anticipated concerns / needs addressed. "Important Notice for Parents Regarding Language Assistance Services" is posted in the Emolior Academy office in order for parents to be advised and assisted by the school of how to avail themselves of services provided by the school and the Translations and Interpretations Unit. Notices are translated into Spanish in order to ensure that parents fully understand the school's emergency procedures, if such a situation arises. Every attempt will be made to provide parents with translations and interpretations in parents preferred language of communication.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|------------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | \$157,106 | \$52,330 | \$209,0436 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$1,571 | \$523 | \$2,094 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$7,855 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$49,320 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Emolior Academy Parent Responsibilities

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

- supporting my child’s learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children’s education;
- promoting positive use of my child’s extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;

- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS STUDENTS RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Emolior Academy Expectation Pledge

Mutual respect among all members of our school community is the cornerstone of our interaction and behavior. We acknowledge the dignity and worth of one another as we work to create a welcoming atmosphere guided by our actions and courtesy to others. As an Emolior Academy student it is my responsibility to uphold the expectations noted in this pledge to achieve my goals of preparedness and strong character development.

Because I want to be successful I will...

- Be on time and prepared for school every day.
- Develop attitudes and behaviors that lead to making good choices.
- Listen and actively participate in class on a consistent basis.
- Complete assignments and homework on a daily basis.
- Utilize my ability to think freely and communicate effectively.
- Work continuously to develop my sense of self- discipline and personal worth.
- Foster an understanding of, and a respect for, differences in people and ideas.
- Be fully responsible for my own actions and for the consequences of my actions.

- Respect the rights and beliefs of others.
- Show respect for teachers, adults, my peers, and their property.
- Maintain cleanliness in the classroom, halls, and inside and outside the building.
- Exhibit pride in my school by wearing my uniform every day.
- Maintain order by not bringing hats, music devices, or other electronic equipment.
- Work daily to exhibit our school's vision, mission and "3 Rocks."
- Work with my advisor to set goals and develop action plans to achieve them

Emolior Academy will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- Hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- Provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics;
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Data is collected and maintained in a school-wide master spreadsheet that details patterns, strengths and weaknesses on a scale of school-wide to scholar scale. This data is reviewed in content teams and grade meetings as well as cabinet, slt and inquiry team meetings. A plan of action is discussed along with systems to decipher measures of progress and revision. As part of our introduction program for all incoming scholars to Emolior Academy, the following set of criteria / goals are set for each student. Progress and monitoring of revision is conducted by the various teams mentioned above to create a systematic approach toward scholar learning and intervention.

Emolior Academy Year 1 Goals

Every student will make at least 1 year's progress toward proficiency in Mathematics as evidenced by:

- Students with State Assessment levels of 1 or 2 will improve at least 1 placement level above their previous years score
- Students with State Assessment levels of 3 or 4 will improve at least 20 scale score points above their previous years score
- Satisfactory completion of the Emolior Academy sixth grade Mathematics program with an overall grade of 80 or better

Every student will make at least 1 year's progress toward proficiency in English Language Arts as evidenced by:

- Students with State Assessment levels of 1 or 2 will improve at least 1 placement level above their previous years score
- Students with State Assessment levels of 3 or 4 will improve at least 20 scale score points above their previous years score
- Satisfactory completion of the Emolior Academy sixth grade English Language Arts program with an overall grade of 80 or better

Every student will complete an Emolior Academy college preparation project as evidenced by:

- Completion of the Emolior Academy college research exit task
- Visit to advisory selected college / university
- Satisfactory completion of the Emolior Academy, 6th grade college preparation curriculum

- Satisfactory review of Advisory “ Goals and preparation” portfolio

Every student will demonstrate improved work management and organizational skills for success in school and life as evidenced by:

- Satisfactory completion of the Emolior Academy 6th grade advisory curriculum
- Satisfactory review of Advisory “ Goals and Preparation” portfolio
- Satisfactory participation in advisory academic check-in, goal setting, reflection exercises

Every student will demonstrate healthy habits of social, emotional, and physical health as evidenced by:

- Satisfactory completion of the Emolior Academy 6th grade advisory curriculum
- Satisfactory review of Advisory “ Goals and Preparation” portfolio
- Satisfactory completion of 6th grade Physical Education program
- Satisfactory completion of Peer Mediation program
- Daily participation in the “ Breakfast in the classrooms” program
- Maintenance of at least 95% year long average attendance

2. Schoolwide reform strategies that:

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

3. Instruction by highly qualified staff.

- Teacher recruitment through DOE screening process.
- Assistance by NLNS to attract highly qualified teachers
- Advertisement in various teaching professional mediums
- Provide ongoing professional development (as described in the next question)

- Implement a school-wide mentoring program
- Implement EIPD program

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

The primary goal of our professional development is to work with staff members and assist them to move along the continuum of professional growth. Based on an informal and formal observations along with a teacher directed self evaluation tool Emolior Academy will concentrate on a providing a differentiated professional development program for every teacher. Since teachers are at different levels of proficiency in different content areas we implement a weekly program that addresses the differentiated needs of professional growth for each teacher aligned with resources and goals specific to that teacher. This program titled "EIPD" incorporates teacher goals, support resources and collaborative development work with administrators, coaches and leading professionals.

In addition as a school we have a school wide professional development focus in three specific areas:

- Planning and instruction utilizing the Understanding By Design model
- Curriculum design (supported by IDE corporation)
- Knowledge and implementation of academic rigor in every classroom
- The use of data to drive instruction

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

- Teacher recruitment through DOE screening process.
- Assistance by NLNS to attract highly qualified teachers
- Advertisement in various teaching professional mediums
- Provide ongoing professional development (as described in the next question)
- Implement a school-wide mentoring program
- Implement EIPD program
- Hire an instructional coach to provide content support for teachers.

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

- Parent workshops based on identified needs
- Collaboration with campus school to provide family support as identified / needed
- Collaboration with SOBRO partnership to provide family services as identified
- Bi-lingual office staff used to translate important school communication to student families

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

N/A

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

- Provide time for school wide instructional common planning
- Use of an instructional coach
- Summer and yearlong professional development
- Data analysis support and training by data specialist at Leadership Support Organization

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

- AIS program designed to target the needs of struggling, non-proficient students
- Academic skills / enrichment program led by instructional coaches
- Afterschool programming to assist high need / struggling students
- Sat preparation program to assist high need / struggling students

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

Maintain full compliance with all NCLB, Federal, State and local requirements of service for middle-school students.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a Schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓) | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i> | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|--|---|----|-----|--|---|-----------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | ✓ | | | | | |
| Title I, Part A (ARRA) | Federal | ✓ | | | | | |
| Title II, Part A | Federal | | | | | | |
| Title III, Part A | Federal | | | | | | |
| Title IV | Federal | | | | | | |
| IDEA | Federal | | | | | | |
| Tax Levy | Local | | | | | | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

- Hire qualified teachers that will help students meet state standards
- Utilize an instructional content coach to support students, teachers to reach proficiency
- Invest in a comprehensive AIS program facilitated by instructional coaches
- Invest in support resources (tech programs, library materials, books, ais supplies)
- Invest in afterschool programming geared toward reaching proficiency
- Provide ongoing professional development for all Emolior Academy Staff

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

Rely on the Emolior Academy Improvement Council, the School Leadership team and Administrative Cabinet Team to ensure that planning for student servicing is consistent with State Standards and focused on student achievement / proficiency.

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

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

- Provide time for school wide instructional common planning
- Utilize an instructional content coach to support students, teachers to reach proficiency
- Summer and yearlong professional development
- Data analysis support and training by data specialist at Leadership Support Organization
- Hire qualified teachers that will help students meet state standards
- Invest in a comprehensive AIS program facilitated by instructional coaches
- Invest in support resources (tech programs, library materials, books, ais supplies)
- Invest in afterschool programming geared toward reaching proficiency
- Provide ongoing professional development for all Emolior Academy Staff

4. Coordinate with and support the regular educational program;

- Hire qualified teachers that will help students meet state standards
- Utilize an instructional content coach to support students, teachers to reach proficiency
- Invest in a comprehensive AIS program facilitated by instructional coaches
- Invest in support resources (tech programs, library materials, books, ais supplies)
- Invest in afterschool programming geared toward reaching proficiency
- Provide ongoing professional development for all Emolior Academy Staff

5. Provide instruction by highly qualified teachers;

See Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS (Highly qualified teachers section)

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

See: Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS / QUESTION4: PROFESSIONAL DEVELOPMENT

7. Provide strategies to increase parental involvement; and

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

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

Maintain full compliance with all NCLB, Federal, State and local requirements of service for middle-school students.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: In Good Standing **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have 1 student that is in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

In addition to our daily program, all students that are currently housed in a temporary facility will have daily contact and check-in with the parent Coordinator and Guidance Counselor to ensure that the child is physically and emotionally prepared to navigate the school day. If a child should be out of school for any reason, a packet of vital class information is gathered and provided the child so that there is minimal disruption of learned class material. Additionally our Parent Coordinator, Guidance Counselor and Assistant Principal assist the child and family with resource / information about opportunities to move toward permanent housing.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---|-----------------|-------------|-------|--|-------|--------------|---------|
| School Name: | Emolior Academy | | | | | | |
| District: | 12 | DBN: | 12X38 | School | | 321200010383 | |
| DEMOGRAPHICS | | | | | | | |
| Grades Served: | Pre-K | | 3 | | 7 | v | 11 |
| | K | | 4 | | 8 | v | 12 |
| | 1 | | 5 | | 9 | | Ungrade |
| | 2 | | 6 | v | 10 | | |
| Enrollment | | | | Attendance - % of days students attended: | | | |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| Pre-K | 0 | 0 | 0 | | | 91.2 | 90.5 |
| Kindergarten | 0 | 0 | 0 | Student Stability - % of Enrollment: | | | |
| Grade 1 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| Grade 2 | 0 | 0 | 0 | | | 81.0 | 88.0 |
| Grade 3 | 0 | 0 | 0 | Poverty Rate - % of Enrollment: | | | |
| Grade 4 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2008- | 2009- | 2010- |
| Grade 5 | 0 | 0 | 0 | | | 82.0 | 75.2 |
| Grade 6 | 61 | 94 | 53 | Students in Temporary Housing - Total Number: | | | |
| Grade 7 | 0 | 59 | 98 | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| Grade 8 | 0 | 0 | 65 | | | 12 | 7 |
| Grade 9 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| Grade 11 | 0 | 0 | 0 | | | 2 | 0 |
| Grade 12 | 0 | 0 | 0 | Special Education | | | |
| Ungraded | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| Total | 61 | 153 | 216 | | | 2 | 0 |
| | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| # in Self-Contained Classes | 12 | 22 | 29 | Principal Suspensions | | 0 | 0 |
| # in Collaborative Team Teaching (CTT) | 0 | 0 | 0 | Superintendent Suspensions | | 0 | 1 |
| Number all others | 2 | 14 | 18 | Special High School Programs - Total Number: | | | |
| <i>These students are included in the enrollment information above.</i> | | | | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| | | | | CTE Program Participants | | 0 | 0 |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Early College HS Program Participants | | 0 | 0 |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | Number of Staff - Includes all full-time staff: | | | |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| # in Dual Lang. | 0 | 0 | TBD | | | | |
| # receiving ESL services only | 6 | 24 | TBD | Number of Teachers | | 7 | 12 |
| # ELLs with IEPs | 1 | 10 | TBD | Number of Administrators and Other Professionals | | 2 | 3 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Educational Paraprofessionals | | 0 | 1 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|-------|-------|-------|
| (As of October 31) | 2007- | 2008- | 2009- | (As of October 31) | 2007- | 2008- | 2009- |
| | | 0 | 8 | % fully licensed & permanently assigned to this | | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | | 0.0 | 0.0 |
| | | | | % more than 5 years teaching anywhere | | 28.6 | 25.0 |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % core classes taught by "highly qualified" teachers | | 86.0 | 83.3 |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.0 | | | 100.0 | 100.0 |
| Black or African American | 39.3 | 37.9 | 34.7 | | | | |
| Hispanic or Latino | 60.7 | 61.4 | 63.4 | | | | |
| Asian or Native Hawaiian/Other Pacific | 0.0 | 0.7 | 1.9 | | | | |
| White | 0.0 | 0.0 | 0.0 | | | | |
| Male | 52.5 | 56.9 | 50.0 | | | | |
| Female | 47.5 | 43.1 | 50.0 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| SURR School | If yes, | | | | | | |
|-------------|---------|--|--|--|--|--|--|
|-------------|---------|--|--|--|--|--|--|

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

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

Individual Subject/Area AYP Outcomes:

| Elementary/Middle Level | | Secondary Level | |
|-------------------------|---|------------------|--|
| ELA: | v | ELA: | |
| Math: | v | Math: | |
| Science: | | Graduation Rate: | |

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

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

| | | | | | | | |
|--|----------|----------|--|--|--|--|--|
| American Indian or Alaska Native | | | | | | | |
| Black or African American | - | - | | | | | |
| Hispanic or Latino | v | v | | | | | |
| Asian or Native Hawaiian/Other Pacific | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | - | - | | | | | |
| Limited English Proficient | - | - | | | | | |
| Economically Disadvantaged | v | v | | | | | |
| Student groups | 3 | 3 | | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | | WD |
| Overall Score: | 54.3 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | WD |
| School Environment: | 7 | Quality Statement 2: Plan and Set Goals | | | | | P |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | WD |
| School Performance: | 6.8 | Quality Statement 4: Align Capacity Building to Goals | | | | | WD |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | WD |
| Student Progress: | 34.5 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 6 | | | | | | |

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|---|------------------------------------|
| Network Cluster CFN 608 | District 12 | School Number 383 | School Name Emolior Academy |
| Principal Derick Spaulding | | Assistant Principal Denise Scottel | |
| Coach type here | | Coach type here | |
| Teacher/Subject Area Isis Monteza/ESL | | Guidance Counselor Modesto Mercado | |
| Teacher/Subject Area Jeffrey Hill/ESL | | Parent type here | |
| Teacher/Subject Area type here | | Parent Coordinator Miosotis Cruz | |
| Related Service Provider type here | | Other type here | |
| Network Leader Rudy Rupnarain | | Other type here | |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|--|--|-----------|
| Number of Certified ESL Teachers | 2 | Number of Certified Bilingual Teachers | | Number of Certified NLA/Foreign Language Teachers | |
| Number of Content Area Teachers with Bilingual Extensions | | Number of Special Ed. Teachers with Bilingual Extensions | | Number of Teachers of ELLs without ESL/Bilingual Certification | 12 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total Number of Students in School | 217 | Total Number of ELLs | 33 | ELLs as Share of Total Student Population (%) | 15.21% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

Part II: ELL Identification Process

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

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

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

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

Emolior Academy is a small, neighborhood, 6th – 8th grade school committed to ensuring that all of our students achieve at the proficient or advanced level in each subject area and develop strong character qualities for the preparation to ultimately gain admission to and be successful in college. Our current student population is 220 students. We have 3 self contained Special Education classes and to date have identified 33 English Language Learners of varying proficiencies.

Upon entering Emolior Academy the Parent Coordinator and ESL teacher work together to identify students who may possibly be ELLs. Upon completion of the Home Language Identification Survey, (HLIS) and based on the responses and an informal interview, the ESL teacher determines whether the student is eligible to be tested with the LAB - R and/ the Spanish LAB. If the student is eligible he/she is tested within 10 days of arrival. Students who perform below proficiency on the LAB-R are entitled to English language services. If the student is a native Spanish speaker, the Spanish LAB will be administered as well. The final assessment to be administered is the New York State as a Second Language Achievement Test (NYSESLAT). This assessment is given in the spring and will determine whether or not the student will continue to receive ELL services. The Test Coordinator and ESL teacher work together to develop a NYSESLAT schedule and administration plan. ELLs receive the appropriate accommodations on all state tests and classroom assessments. The ESL teacher analyzes NYSESLAT data in the fall to determine placement and programming, and communicates LEP status to students and their families.

An entitlement letter is sent home during the first two weeks of school in September explaining the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). This letter is distributed to each parent/guardian in both English and their home language. This letter must be returned by the first of October. If the letter is not returned by the specific time allocated, a follow-up letter is sent home and a call is made to the parent/guardian. A translator will be used if needed to ensure the importance of the information is conveyed and that the letter is returned. The original copy of this letter is placed in the students' files. A copy of this letter is placed in the ELL Compliance Binder.

During a parent orientation September and subsequent parent / teacher conferences, the ESL teacher and Parent Coordinator meet with parents of ELLs to distribute and collect Parent Survey and Program Selection forms, and to build relationships with the families of our ELLs. Parents are reminded about the three programs offered by the DOE, Transitional Bilingual, (TBE), Dual Language and free standing ESL. At this time Emolior Academy offers a free standing ESL program. Parents have the option to place their child in this program based on their understanding of this program and the needs of their child. Based on our data the Freestanding ESL Program is the program parents request for their child to be enrolled in. We review our Parent Survey forms regularly to ensure that the program we offer is aligned to the requests of parents. Additionally, parents / guardians view the video, The Parent Connection—an Orientation for Parents of Newly Enrolled English Language Learners. (If necessary) Parent/Guardians are provided with the Guide for Parents of English Language Learners, an informative packet which details pertinent information regarding ELL's. Parents/Guardians are provided an opportunity to ask questions and gain clarification about meeting the needs of their child.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | 3 | 3 | 2 | | | | | 8 |
| Push-In | | | | | | | 4 | 12 | 9 | | | | | 25 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 15 | 11 | 0 | 0 | 0 | 0 | 33 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 33 | Newcomers (ELLs receiving service 0-3 years) | 13 | Special Education | 9 |
| SIFE | 0 | ELLs receiving service 4-6 years | 10 | Long-Term (completed 6 years) | 6 |

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

| | ELLs by Subgroups | | | | | | | | | Total | |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | | |
| TBE | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | 0 |
| ESL | 13 | | 5 | 10 | | 0 | 10 | | 1 | | 33 |
| Total | 13 | 0 | 5 | 10 | 0 | 0 | 10 | 0 | 1 | | 33 |

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

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 | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**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 | |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| 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: | Other: |
| Native American: | White (Non-Hispanic/Latino): |

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 | | | | | | | 7 | 16 | 10 | | | | | 33 |

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|----------|----------|----------|-----------|
| 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 | 7 | 16 | 10 | 0 | 0 | 0 | 0 | 33 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

There are currently 33 LEP students enrolled at Emolior Academy. All students are at either the Intermediate or Advanced level of English proficiency according to the NYSESLAT. The Instructional Program for ELLs is a push-in/pull-out ESL model administered by a full-time, certified ESL teacher. ELLs receive the mandated number of minutes per week (360 for Beginner and Intermediate, 180 for Advanced). During a study period, ELLs are pulled-out in small groups to receive direct instruction around fluency, grammar, vocabulary, writing skills, and/or reading comprehension. Writing is the primary focus for most English Language Learners at Emolior Academy, as this is the area that scholars generally score the lowest on the NYSESLAT. The ESL teacher, in collaboration with the English Language Arts teacher, sets writing goals for each scholar and provides periodic feedback and writing instruction to push each scholar towards grade level proficiency in this area. The ESL instructor frequently meets with all teachers during our all school common planning periods as well as after school to map a plan of action on how to implement best practice strategies for the ELL students in their classrooms.

In our literacy program, students will participate in an integrated curriculum of reading, writing, listening and speaking. Through reading, writing, and discussion of various genres of literature such as memoirs, historical fiction, drama and non-fiction, students will broaden, relate to and share each other's perspectives. There is supplemental material throughout the curriculum that is offered in the ELLs native language such as bilingual dictionaries and glossaries.

As the majority of our ELLs at Emolior Academy are long-term LEPs, we created our ESL program with these students' needs in mind. NYSESLAT data revealed that our scholars, by and large, score proficient in every area except Writing. Thus, there is a strong focus on writing, particularly expository pieces, in the ESL small group. The small group curriculum builds on LEPs' strengths by incorporating numerous collaborative activities and ensuring that scholars have a daily opportunity to utilize their strong listening and speaking skills. The teacher differentiates by learning style and interest to help engage scholars in the writing process. Lessons are scaffolded to build students' background knowledge and provide abundant models of expository writing.

There are also nine LEP scholars at Emolior Academy are also identified as having special needs. These students receive appropriate services according to their IEPs. The ESL teacher collaborates with a Special Educator who communicates IEP goals and progress and provides suggestions for differentiation. The ESL teacher coordinates scaffolding strategies and differentiation plans with the special education teacher to ensure that the information is comprehensible for all students.

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

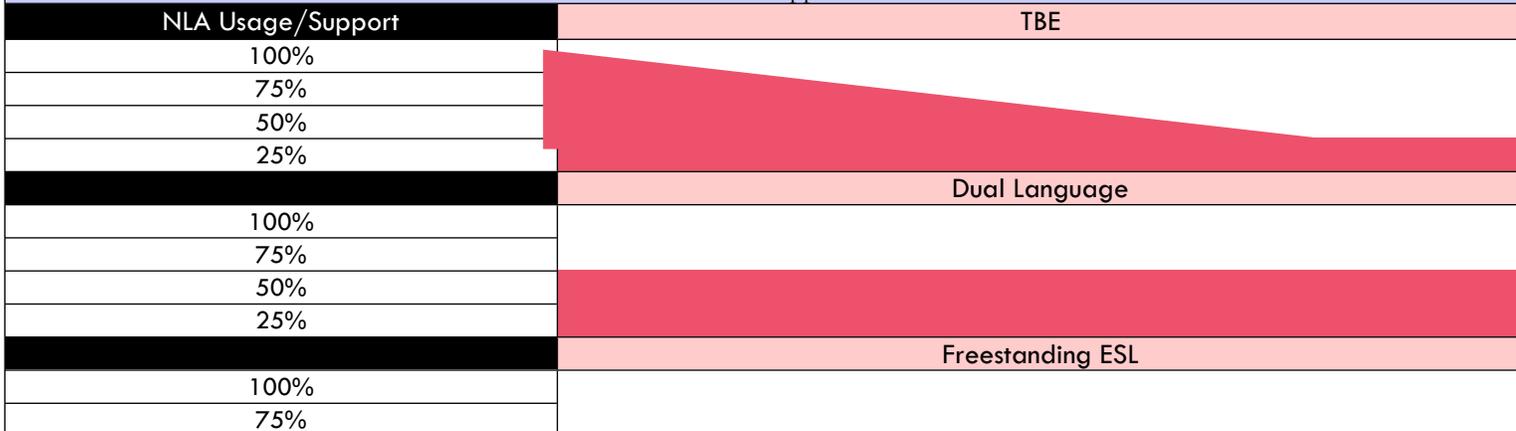
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Arts and Native Language Support

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



| | | | |
|-------------|------------------|---------------------|-----------------|
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

B. Programming and Scheduling Information--Continued

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

ELA:

Our goal is have students achieve the proficient level of the NYSESLAT and reach standard levels on the NY State Exams before leaving our school. To this end our focus is to continue to develop language and provide students access to various genres, reading and writing strategies, opportunities to engage in a process of "accountable" talk related to their work and a rigorous standard based curriculum. Our ESL teacher will consistently meet with ELA teachers to align their efforts. All content area teachers will also be accountable to this end. In every subject area students will be provided time to talk, read, discuss and write. Lessons plans will reflect language objectives across curriculum in order to push the work. Teachers will use good questioning techniques to support and challenge the student's thinking.

New York State ELA Assessment (2010)

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| 6 | 2 | 3 | 2 | - |
| 7 | 6 | 9 | 1 | - |
| 8 | 1 | 8 | - | - |

The scores listed above have indicated a need to focus on bolstering literacy skills for ELL's. We will continue to be steered by literacy, grade-

level curriculum map which drives literacy instruction and Professional Development within our school. Learning strategies are provided through the four language modalities, which are particularly beneficial to English Language Learners to achieve optimum language academic proficiency. Through a range of ESL strategies and activities, ELL's are encouraged to speak through task-oriented situations in order to interact and communicate with peers and adults. They are provided with opportunities to articulate in activities such as retelling, reporting, responding to a book or news accounts, offering an opinion, and describing (a character, or event). Strategies for developing and improving listening skills include collaborative situations utilizing question and responding techniques, note-taking, following spoken instructions, and extracting important information from a conversation. Teacher modeling includes the stress and intonation patterns of English. Media technology resources such as videos and audios (books on tape), will continue to be utilized. Improving English proficiency in literacy includes guided, shared and independent reading opportunities. Other supports for building reading fluency and comprehension include developing sight word awareness, learning letter-sound relationships and developing strategies for word attacks. Different types of writing genres are introduced, such as letter writing, poetry, narrative and informational reports through modeling and shared writing activities and mini lessons, using graphic organizers and developing word-walls to offer spelling and vocabulary support. Teachers provide students one-on-one conferencing, an optimum opportunity for providing individual meeting time to support overall structure, content, and other language demands such as grammar and vocabulary.

Mathematics:

When students enter our system we must quickly access the student's mathematical knowledge in order to inform instruction. Our math instruction must focus in on developing basic mathematical skills while working towards grade level objectives. There will be a focus on the development of the academic language of math. Many of our students struggle with the language of mathematics. The work must focus on the development of the academic vocabulary and language to navigate the subject. Mathematical concepts must be introduced and reviewed using different modalities to ensure that the work is accessible to every student. Interim Assessments, unit testing, daily quizzes and portfolios; along with other data will be used throughout the year to identify areas of weakness and inform teacher planning.

New York State Math Assessment (2010)

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| 6 | 2 | 4 | 1 | - |
| 7 | 9 | 7 | - | - |
| 8 | 2 | 2 | 4 | - |

Like many of our mainstream students, the data indicates that ELL's struggle with mathematical concepts and language. The focus of our instruction must be on providing students with many opportunities to experience and discuss mathematical concepts in real life hands on applications. Vocabulary and mathematical language must be utilized to help students articulate and comprehend mathematical concepts. The implication for math instruction for ELL's and instructors is to continue to utilize instructional time blocks, Impact Math program and assessment results to plan instruction. We also strive to provide small group, differentiated instruction and present on-going Professional Development to teach effective math practices to ELL's.

Students have a wide range of developed and prior knowledge experiences. Through differentiated instruction, ELL's are engaged in tiered activities to meet their varied needs. The levels of skills in the native language are considered when preparing lessons. Scaffolding techniques are used extensively. Students acquire more responsibility as they gain academic, communicative competence in target areas. This occurs through the use of simplified language, teacher modeling, visual graphic organizers, cooperative activities and hands-on learning, all techniques to help build literacy and academic concepts. Academic language development is achieved in a collaborative setting where ELL's and teachers are partners in learning. Teachers provide this scaffolding support that is responsive to the students' needs in developing academic language.

Former ELL students receive one period of ESL instruction per week. The ESL provider continues to articulate with classroom and content area teachers in order to continue to evaluate and monitor student progress. Additionally, former ESL students are invited to after school programs through Title I funding. Students with Interrupted (or limited) Formal Education (SIFE) and long term ELL's, receive one or two units of ESL (depending on NYSESLAT proficiency levels instruction in small group push-in or pull-out ESL programs. They are also provided with supplemental after school math and literacy instruction through Title I funds. English Language Learners in special education programs receive mandated units of ESL based on their level of proficiency and/or their Individual Education Plan (IEP). Additionally, in order to meet a special education student's academic language needs, an alternative placement paraprofessional is provided in the student's native language when indicated in students' IEP.

We aim to ensure that our ELL students with special needs / I.E.P. receive additional support to further develop their academic language. Resource room services for ELL's with special needs will also follow any Language Allocation Policy mandates. In the classroom, instruction will be differentiated and scaffold in order to meet the needs of individual or groups of students. Newcomers will receive instruction by certified ESL teachers to focus on the language needs and development of ELL students. All forms of data such as ESL and ELA Interim assessments, NYSESLAT, ELA, and Mathematics scores, teacher created assessments, portfolios, conferences, goals with students will be reviewed and used consistently throughout the academic year to guide instruction. In addition after- school programs and our Saturday Academy will also provide our newcomers, and long-term ELL's with opportunities to continue their English language development. Freestanding ESL aim to adhere to the number of units of ESL instruction as needed by students in the beginner, intermediate, or advanced levels.

In order to advance students' NYSESLAT levels, we instruct students with rigorous lessons that increase their abilities in the four modalities (speaking, listening, reading, and writing) or parts of the exam. All ELL's classrooms have been equipped with authentic materials that aid language acquisition. We also use various textbooks and test sophistication programs that prepare students for both the NYSESLAT and ELA exams. Teachers use content area textbooks leveled and designed for the educational and language needs of ELL students. Students are provided academic subject area instruction and materials in a variety of genres, using ESL methodology and instruction through the four modalities, in order to address the five New York State ESL learning standards. We will continue to utilize Getting Ready for NYSESLAT test preparation program which provides instruction and practice in sentence structure, parts of speech, proper word usage, grammar and mechanics will also be used in order to support and boost English proficiency. Indicators of success will be results from NYSESLAT, ESL interim assessments, content grades, teacher observation, ongoing assessment, student's goals and portfolios

C. Schools with Dual Language Programs

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

Emolior Academy does not offer Dual Language Programs.

D. Professional Development and Support for School Staff

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

Professional Development

In order for ELL's to receive quality instruction, on-going Professional Development is an essential catalyst for providing staff with effective and proven strategies, methodology, and activities, which support academic rigor. Providing instructors with sound, essential approaches will also provide students with optimal conditions for second language acquisition. In order to provide this support for educators in our school, Professional Development will be given through monthly and weekly grade conferences. This Professional Development will continue to provide optimal research acquisition approaches in ESL, analyzing data assessments to drive instruction and implementing scaffolding strategies for quality teaching of English Language Learners.

Professional development and training is facilitated in house by staff that specializes in language acquisition strategies to develop language, ESL methodologies, and differentiated instruction for ELL students. Other training is offered through Fordham University Bilingual ESL Technical Assistance Centers (BETAC). BETAC offers technical support in the identification of ELL and other State mandates. Additionally, teachers will have the opportunity to attend ESL / ELL professional institutes and workshops such as the Quality Teaching for English Language Learners (QTEL), sponsored through Network support. This program will aid teachers with scaffolding strategies that facilitate the linguistic transition of ELL students.

E. Parental Involvement

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

A parent orientation is conducted initially in September and then throughout the school year for parents of newly admitted students. During this session, parents are provided information on the type of ELL programs available to their child. Parent are invited to our opening workshop which provides detailed information about our school, ESL program and opportunities for parents and Emolior Academy may collaborate to support our students. The parent coordinator and ESL coach serve as a key liaison between the Emolior Academy and the home. Parents are encouraged to become active participants in school activities. Meetings and conferences are scheduled on a monthly basis to keep parents informed and involved. All communication is sent in both Spanish and English via mail, flyers and telephonically. The following topics are scheduled for the upcoming year. These topics were based on a needs assessment provided by parents of our Parent Association and School Leadership Team:

- September – ELL Parent Orientation (facilitated by our ESL teachers)
- October – Open House Meet and Greet
- November – Parent/Teacher Conferences
- December – Helping Parents Prepare Students for the ELA Exam
- January – Family Math and Science
- February – Life Skills Workshop
- March – Preparing your Child for the NYSESLAT
- May – Multicultural Fair
- June – Summer Reading

The Parent Coordinator is proficient in both English and Spanish and communicates with parents of all ELL's at Emolior Academy. All school documents are available in English and Spanish. Translation is available at all school events. The ESL teacher and Parent Coordinator notify parents of relevant school, CBO and city-wide workshops and events by email or fliers home. The Parent Coordinator surveys parents formally at the beginning of the school year to evaluate their needs, and frequently assesses parents' needs and satisfaction throughout the year.

Parents and families of ELLs are invited and involved in many celebrations and events such as our Day of Thanks, College workshops, College visits, Open houses, Poetry Slam and other events are regularly interpreted. We continue to plan varied parent events that cater to the needs of the parents and families of out ELL population.

Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Intermediate(I) | | | | | | | 2 | 5 | 6 | | | | | 13 |

| | | | | | | | | | | | | | | |
|--------------|---|---|---|---|---|---|---|----|----|---|---|---|---|----|
| Advanced (A) | | | | | | | 5 | 11 | 4 | | | | | 20 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 16 | 10 | 0 | 0 | 0 | 0 | 33 |

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 2 | 3 | 2 | 0 | 7 |
| 7 | 6 | 9 | 1 | 0 | 16 |
| 8 | 1 | 8 | 0 | 0 | 9 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | 2 | | 4 | | 1 | | 0 | | 7 |
| 7 | 9 | | 7 | | 0 | | 0 | | 16 |
| 8 | 2 | | 2 | | 4 | | 0 | | 8 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 9 | | 16 | | 5 | | 0 | | 30 |
| 8 | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 20 | | 5 | | 7 | | 0 | | 32 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

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

Most of our ELL students are at the intermediate or advance level of language proficiency. In our analysis of the four modalities we found that students performed well on the listening and speaking components across all the levels. Their performance level on the reading and writing portion of the test showed areas of concern. The data indicates a need to ensure that our ELL’s are provided multiple opportunities to grow the language development in all areas. In our Freestanding ESL Program, teachers of all subjects will use ESL methodologies to ensure optimal learning while focusing on the development of the academic language needed for the student to properly navigate the learning. Writing must become an integral part in all subjects in order to promote proficiency and English language competency. Our ESL and our ELA teachers must focus their efforts on providing reading, writing, speaking, and listening lessons that are supportive, differentiated, and rigorous.

To ensure academic rigor in our ESL program, ELL’s students are held to the same high standards as their peers. In order for students to meet or exceed New York State and City standards, the ESL program develops students’ English language skills through ESL and ELA instructional strategies and methodology like building listening, writing and reading stamina, describing and analyzing pictures, developing voices, developing sentences and starting prompts, a deep understanding of cross cultural cognizance in all content area instruction using English instruction. Teachers provide services to ESL students through the push-in, pullout model. Teachers of ELL’s and classroom teachers are provided with common preps in order to prepare and maximize English language acquisition instruction for ELL’s. The following is a breakdown of instruction for students in the ESL Program.

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.

Paste additional information here

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | 12/16/10 |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |