



ENTRADA ACADEMY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: ENTRADA ACADEMY
ADDRESS: 977 FOX STREET
TELEPHONE: 718-378-1649
FAX: 718-378-4707

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321200010384 **SCHOOL NAME:** Entrada Academy

SCHOOL ADDRESS: 977 FOX STREET, BRONX, NY, 10459

SCHOOL TELEPHONE: 718-378-1649 **FAX:** 718-378-4707

SCHOOL CONTACT PERSON: SOCORRO DIAZ **EMAIL ADDRESS** SDiaz3@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Socorro Diaz

PRINCIPAL: SOCORRO DIAZ

UFT CHAPTER LEADER: Bernadette Rohan

PARENTS' ASSOCIATION PRESIDENT: Thomasina Moore

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** CFN 608

NETWORK LEADER: RUDY RUPNARAIN/Brenda Garcia

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/ronlyres/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
Socorro Diaz	Principal	
Brenda Gonzalez	UFT Member	Comments: approved

* 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.

Entrada Academy is one of the new small schools opened as part of the New York City New Schools Initiative from the Chancellor's Office and the Office of Portfolio Development. We are housed at the 977 Fox Street Campus in Community School District 12 in the Bronx. We are in the heart of the South Bronx – Hunts Point area. We are on our third year and we are servicing 350 students in grades 6-8.

We provide a nurturing environment, standards and data driven instruction to address the needs of each student. Through continued collaboration of parents, administrators, staff, community based organizations and our Network Support, we will prepare every student to meet the needs of an ever-changing society.

We are a collaborative school community dedicated to improving our students' academic performance while fostering their social and emotional growth. We provide a nurturing environment, standards and data driven instruction to address the needs of each student. Through continued collaboration of parents, administrators, staff, community based organizations and our Network Support, we will prepare every student to meet the needs of an ever-changing society.

Entrada students will strive to become knowledgeable and socially responsible productive citizens.

We value community, honesty, respect, and responsibility.

Entrada recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school should expand beyond traditional definitions of teaching and learning. Various funding streams help our school to continue to be a full service school and become an active change agent in the community. Thus, we are able to provide services and opportunities that address the academic, social and health needs of the community.

The C.H.A.M.P.S. Middle School Sport and Fitness League offers additional opportunities for students, regardless of athletic ability, to engage in a wide variety of physical activities, and to encourage these students to find activities that they enjoy and can participate in life.

Together, all of us at Entrada Academy are actively engaged in the process of developing students who can achieve their personal best.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:		Entrada Academy								
District:		12	DBN #:		12X384	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K			0	0				93.5	TBD	
Kindergarten			0	0						
Grade 1			0	0	Student Stability - % of Enrollment:					
Grade 2			0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3			0	0				90.09	TBD	
Grade 4			0	0						
Grade 5			0	0	Poverty Rate - % of Enrollment:					
Grade 6			112	95	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7			0	109				60	91.1	
Grade 8			0	0						
Grade 9			0	0	Students in Temporary Housing - Total Number:					
Grade 10			0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11			0	0				11	TBD	
Grade 12			0	0						
Ungraded			0	0	Recent Immigrants - Total Number:					
Total			112	204	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
								9	10	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes			25	32	Principal Suspensions			0	TBD	
# in Collaborative Team Teaching (CTT) Classes			0	9	Superintendent Suspensions			1	TBD	
Number all others			6	15						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants			0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants			0	0	
# in Transitional Bilingual Classes			0	6						

# in Dual Lang. Programs		0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only		14	49	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs		4	16	Number of Teachers		7	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		3	TBD
				Number of Educational Paraprofessionals		1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		2	TBD	% fully licensed & permanently assigned to this school		100	TBD
				% more than 2 years teaching in this school		0	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere		14.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher		57	TBD
American Indian or Alaska Native		1.8	1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)		100	TBD
Black or African American		25	22.1				
Hispanic or Latino		72.3	75.5				
Asian or Native Hawaiian/Other Pacific Isl.		0.9	1				
White		0	0				
Multi-racial							
Male		57.1	54.4				
Female		42.9	45.6				
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 type="checkbox"/> 2008-09	<input 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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√					
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	NR	Overall Evaluation:	
Overall Score	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

To determine the effectiveness of the current educational practices at Entrada Academy, 12X384, the School Leadership Team, the Inquiry Team, teachers, parents and LLSO reviewed and analyzed the Education accountability and assessment resources.

The findings from the review and analysis revealed that our students have been performing slightly better in Mathematics than in ELA. Last year, although New York State ELA and Mathematics declined across the city, 20.9% of our students performed proficient on the ELA exam, while 23.5% of our students performed proficient on the Mathematics exam. We currently do not have data in Science or Social Studies since we do not have an 8th grade class last year. This year will be our first year with an entire 8th grade class.

An analysis of our 2009-2010 Quality Review Report revealed that we have to improve our overall score from proficient to well-developed. Our school needs to improve in the areas of creating opportunities to increase communication with students and families about achievement and social and emotional needs. Additionally, we need to develop internal and external resources for students and families to effectively address all students' academic, social, and emotional needs.

Our greatest accomplishment over the last year has been the significant progress we made as reflected in the Progress Report. We scored an "A" on our first Progress Report. A review and analysis of the 2008-2009 Progress Report data revealed that we made significant gains in students progress, helping us achieve our 42.6 out of 60. The following groups of students made exemplary proficiency gains in ELA and Mathematics: English Language Learners, Special Education students, Hispanic students in the Lowerst Third Citywide, and Black Students in the Lowest Third Citywide. Due to these gains, we received an additional credit of 7.8 in the "Closing the Achievement Gap" section. As a result of all this progress, our school received an overall score of 69.1 out of 100 for 2009-2010.

The significant aids to our continuous school improvement can be attributed to the following.

- Teamwork and collaboration among the staff.
- During common grade and departmental meetings, the teachers have the opportunities to participate in the following activities
 - common planning
 - looking at student work
 - analyze student data
 - study groups
 - sharing of best practices
 - discussing the current educational issues and trends
 - professional development.

The Inquiry Team Process

Through the Inquiry Team process, the classroom teachers are able to reflect on their own instructional practices. Practices that were informed by the Inquiry Team process include, but not limited to the following:

- On-going differentiated professional development workshops are provided for teachers as needed to meet the needs of individual students.
- Collaboration and sharing of best practices among the teachers to achieve the goals set at the beginning of the year.
- Teachers learned to modify instructional plans to ensure opportunities for all students.
- Involve students and families in establishing goals for learning.
- Students' awareness of their own strengths and weaknesses.
- Students learned to monitor their progress based on their individual goals.

On going professional development for teachers in house and outside the school.

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.

Annual Goal	Short Description
<input type="checkbox"/> To achieve a 10% decrease for all students testing in level 1 and a 5% increase for all students performing at or above level 3 on state and city wide assessments by Spring 2011 <input type="checkbox"/>	<input type="checkbox"/> To increase the math achievement levels of all students at Entrada Academy by implementing a standards based math program.
<input type="checkbox"/> <input type="checkbox"/> As of October 2010, implement a standards based curriculum map that requires a hands-on, inquiry based approach to science throughout all grade levels and classes.	<input type="checkbox"/> To implement a standards based science program that will give our students a working knowledge of the scientific method and the world around them.
<input type="checkbox"/> <input type="checkbox"/> To achieve a 10% decrease for all students testing in level 1 and a 5% increase for all students performing at or above level 3 on state and city wide assessments by Spring 2010	<input type="checkbox"/> To increase the ELA achievement levels for all students at Entrada Academy through a standards based, balanced literacy program.
<input type="checkbox"/> As of October 2010, train all social studies teachers to use literacy strategies in their daily lesson plans. <input type="checkbox"/>	<input type="checkbox"/> To implement a standards based social studies program that will meet or exceed academic expectations.

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 Math
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To achieve a 10% decrease for all students testing in level 1 and a 5% increase for all students performing at or above level 3 on state and city wide assessments by Spring 2011 <input type="checkbox"/></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>	<p><input type="checkbox"/></p> <p>Curriculum mapping will be fully differentiated from its inception to ensure teachers are ready to target all level. Unit pre and post exams will provide teachers with necessary data to plan for instruction. Saturday Academy and afterschool programs will address specific target population.</p> <p>Target population are students in grades 6-8 and should be completed by June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Tax-levy Title I funds (School wide) Title III funds Grants</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Acuity Scantron Performance Series Diagnostic, predictive and formative assessments Teacher generated pre and post assessments for each unit.</p> <p>We anticipate to have projected gains of increased levels of 2s and 3s for students on the NYS Math exam and reduce the number of students who are level 1s.</p>
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Subject Area
(where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> As of October 2010, implement a standards based curriculum map that requires a hands-on, inquiry based approach to science throughout all grade levels and classes.</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>	<p><input type="checkbox"/> Allow science teachers to create a curriculum that is not only spiral, but allows for hands on inquiry based work. Establish a good working relationship with Urban Advantage to allow students to have world approach. Science after school programs to encourage the use of Science in a world sense.</p> <p>The target population is students in grades 6-8 and the timeline is set for June 2011.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Tax-levy Title I funds (School Wide) Title III funds Grants</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Content meeting minutes. Revisiting of science curriculum. Our anticipated projected gains would result in increase use of hands on activities in the classroom.
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Subject Area
(where relevant) :

ELA

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> To achieve a 10% decrease for all students testing in level 1 and a 5% increase for all students performing at or above level 3 on state and city wide assessments by Spring 2010
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>	<input type="checkbox"/> Curriculum mapping will be fully differentiated from its inception to ensure teachers are ready to target all level. Develop culminating activities that will provide teachers with necessary data to plan for instruction. Saturday Academy and afterschool programs will address specific target population. The target population are students in grades 6th through 8th grade and the timeline for this goal is through June 2011.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Tax-levy Title I funds (School Wide) Title III funds Grants

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <p>Acuity Scantron Performance Series Diagnostic, predictive and formative assessments Teacher generated culminating activities.</p> <p>Anticipated projected gains would result in an increase number of students who have level 2s and 3s and a reduction in the number of students who are level 1s.</p>

Subject Area
(where relevant) :

Social Studies

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>As of October 2010, train all social studies teachers to use literacy strategies in their daily lesson plans.</p> <input type="checkbox"/>
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>	<input type="checkbox"/> <p>Conduct professional development to train teachers to infuse literacy strategies into their daily lesson plans for SS- teaching content through literacy</p> <p>Set up inter-visitations for teachers to see how this is done.</p> <p>The target population are our students in grades 6th through 8th grade and the anticipated timeline is through June 2011.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Tax-levy Title I funds (School Wide) Title III funds Grants</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Conduct informal and formal observations to determine level of implementation.</p> <p>Anticipated projected gains would show students gaining literacy skills through social studies as evidenced in teachers' lesson plans.</p>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	21	10				5	7	5
7	25	36			17	3	2	3
8	36	25			19	2	1	5
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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.).
ELA:	<input type="checkbox"/> Each of the Academic Intervention Service programs is provided during and after the school day in a small group. We use the New York State Coach- ELA- Grade 6 The units addressed in Coach are aligned with New York State assessment standards. It is designed for students who are below the proficiency level and directly addresses their needs. It provides individualized practice and reinforcement and tracks student performance. 37.5 minutes, during school hours, After School Programs, Saturday Academy
Mathematics:	<input type="checkbox"/> After School Achievers, Key to Algebra, Number Tools Time for Delivery of Service : 37.5 minutes, during school hours, After School Academy We use the New York State Coach- Mathematics The units addressed in Coach are aligned with New York State assessment standards. It is designed for students who are below the proficiency level and directly addresses their needs. It builds students' skills in numeration, computation, geometry, measurement, fractions, decimals, probability, data analysis, and problem solving.
Science:	<input type="checkbox"/> N/A
Social Studies:	<input type="checkbox"/> N/A
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> AIMS/ AIDP: Attendance intervention services are provided before, during, and after the school day. Counselors meet with students and families

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Psychologist meets with small groups of students as well as with individual students based on need and IEP services; one on one support as required.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Social Workers from the Montefiore clinic, which is housed at our school campus, also provided services to at-risk students based on referrals.
At-risk Health-related Services:	<input type="checkbox"/> Entrada Academy in collaboration with Montefiore Hospital offers health-related services to registered students at a health clinic that is housed within the school.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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)

6-8

Number of Students to be Served:

LEP 121

Non-LEP 227

Number of Teachers 29

Other Staff (Specify) 4 paras

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.

□

Entrada offers bilingual and freestanding ESL programs model. Both programs provide the following instructional strategies:

- Academic content-area instruction in English
- Using ESL methodology and instructional strategies
- Using native language support to make content comprehensible
- Assist students to achieve the state-designated level of English proficiency for their grade.
- Helps ELLs meet or exceed New York State and New York City standards

In freestanding ESL programs, Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided to include text books in native language.

LAB-R is used to identify and place new ELLs. It is administered only once to a student to determine his or her eligibility for instructional services for ELLs. All LAB-R eligible new entrants must be tested as soon as possible, but in all cases, no later than ten days after date of enrollment. As per parent choice, the ELLs are placed in programs that best fit their needs.

The NYSESLAT was developed by the New York State Education Department to measure the progress of English language skills in listening, speaking, reading and writing and determine proficiency levels. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). The English proficiency levels and number of instructional units are as follows:

Two units of instruction (360 minutes)

Two units of instruction (360 minutes)

One unit of instruction (180 minutes)

To meet the required number of instructional units, the ELLs in our school are placed in seven different classes, four of which are regular education and three are self-contained special education classes. The school uses the learning standards for ELA and ESL and key ideas and performance indicators for such standards as the basis for the ELA and ESL curricula.

The Total Physical Response (TPR) Approach, Language Experience Approach and Balanced Literacy Approach are used to serve the needs of the ELLs. In addition, the following scaffolding techniques are used to support the language development of the ELLs in ESL classes and content-area lessons.

- **Modeling**
- **Bridging**
- **Contextualization**
- **Schema building**
- **Text Re-presentation**

- **Metacognition**

Parents of identified ELLS are notified of their children's participation in the program being provided. This is done within 30 days of the program start date if the program starts at the beginning of the school year and within two weeks if the program starts after the beginning of the school year. When notifying parents of their child's eligibility for a Title 1 LEP program, the school informs parents in a language they can understand about the following:

- Their child's level of proficiency
- How proficiency was determined
- The child's performance in school
- How the Title 1 program will help the child develop English language proficiency and achieve success in the core academic subjects

Every effort is made to involve parents in the education of their children. Parents are encouraged to attend regularly the School Leadership Team meetings. Monthly parent workshops are conducted in the following areas:

- Literacy
- Mathematics
- Science
- Social Studies
- The Arts
- Promotional criteria
- Special programs and initiatives
- NYS learning standards/curriculum

• **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□ The following professional development will be provided to staff to assist them meet the needs of ELL students:

- Research-Based Strategies That Works with English language Learners.
 - Setting objectives and providing feedback
 - Nonlinguistic representations
 - Cues, questions, and advance organizers
 - Cooperative learning
 - Summarizing and note taking
 - Homework and practice
 - Reinforcing effort and providing recognition
 - Generating and testing hypothesis
 - Identifying similarities and differences
- Analysis and Use of Data
- Collaborative Team Teaching

Language Allocation Policy (LAP)
 SIFE Workshop
 ELL Identification and Parent Information
 Using Inquiry Teams to Improve the Mathematics Instruction of ELLs
 Inquiry and Analysis of the Language Demands for ELLs
 Academic Interventions/Enrichment Teams: Sustaining and Increasing Student Achievement
 Designing Authentic, Performance-Based Assessment Tasks for English Language Learners
 Quality Teaching for English Language Learners

Section III. Title III Budget

School: **12x384**
 BEDS Code: **321200010384**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	9,000	<input type="checkbox"/> 60% teacher per session
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4,500	<input type="checkbox"/> 30% for instructional supplies
Educational Software (Object Code 199)	0	<input type="checkbox"/> n/a
Travel	0	<input type="checkbox"/> n/a

Other	1,500	<input type="checkbox"/> 10% for parental involvement
TOTAL	0	

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.

Our school community is predominately Spanish speaking. All information is sent home in English and Spanish. We have a monthly family newsletter to communicate school events, important dates, and information about resources and school campus. We send a survey at the beginning of the school year to gather information about services needed. Survey distribution as to what language parents/ families prefer for information to be provided. Also with the help of Central and ATS we can determine what language is spoken at home.

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.

Our school offers written translation and oral interpretation needs in both English and Spanish to all of our parents.

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.

We have seven staff members able to offer written translations in English/ Spanish. All documents that need to be translated are given in a timely matter. We will continue using our school staff for English/ Spanish translations at this time. Also, The Translation and Interpretation Unit will provide their service and expertise when we need their help to communicate with the diverse communities we serve.

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.

□

The school provides consecutive interpretation only in English/ Spanish (with the speaker and interpreter taking turns) interpreting. The oral interpretation service in English/ Spanish will continue to be provided by our school staff. However, the Translation and Interpretation Unit will provide their service and expertise when we need their help to communicate with the diverse communities we serve.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□

All information is sent in both English and Spanish. Our school takes pride in making sure that all of our parents are provided with the information in a language they can understand. We have a monthly family newsletter sent home with school information, important dates and events and community resources.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	250,508	142,719	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,934		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,661	*	
4. Enter the anticipated 10% set-aside for Professional Development:	54,933	*	

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 2009-2010 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.

N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

Entrada Academy's School Parental Involvement Policy – 2010-11

SCHOOL PARENTAL INVOLVEMENT POLICY

LIVE-DREAM-SUCCEED!

“Building Bridges to Teaching and Learning”

NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

Entrada Academy agrees to implement the following statutory requirements:

- **Entrada Academy will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.**

that parents are encouraged to be actively involved in their child's education at school;

that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement –(a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format Entrada Academy chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. Entrada Academy School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
- PTA Executive Board members will be involved with District personnel through the Staten island Federation of PTA

2. Entrada Academy School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parent members of the school leadership team will participate in the annual PASS Review of the School
- Parents will be interviewed as part of the school’s Quality Review
- Parent surveys will be a vital part of the School’s Progress Report process

3. Entrada Academy School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

- BEACON- SISDA and SoBRO After -school programs
- Project Success Program
- Montefiore Clinic (On-site)
- Hunts Point Career Center

An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as:

instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

5. Entrada Academy School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

the State's student academic achievement standards;

the how to work with educators. Special Teachers will have daily access to phone school letters are translated and ELL

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA:

(Signature of Principal)

(Date)

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.



Entrada Academy's Parent Compact

SCHOOL-PARENT COMPACT

LIVE-DREAM-SUCCEED!
“Building Bridges to Teaching and Learning”

Entrada Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This School-Parent Compact is in effect during school year 2008-09.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS SCHOOL RESPONSIBILITIES

Entrada Academy School will:

q Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Small learning communities and have support personnel assigned to them based on their chosen community.

Parent teacher conferences are held twice annually.

Student report cards are distributed 5 times a year and student promotions in doubt letters are sent home a minimum of twice a year.

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.

q Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

PARENTS RESPONSIBILITIES

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

q supporting my child's learning by making education a priority in our home by:

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:

q come to school with all the necessary tools of learning-pens, pencils, books, etc.

q give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

Entrada Academy School will:

q 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.

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Entrada Academy School will:

q work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.

q work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Socorro Diaz, Principal

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.

In collaboration with the School Leadership Team, a comprehensive needs assessment was administered in the Fall and in the Spring to parents, teacher constituencies (all content areas), and other staff members. Findings were reviewed at the School Leadership Team meetings, and recommendations were given to the administrative team.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

We provided extended time for students who are in need of additional academic support.

Additionally, we provide a myriad of opportunities. We have provided Saturday Academy to help prepare students for the NYS mathematics and ELA exam. We also provide instructional afterschool programs for students in all the core subjects, including a program specifically for ELL students. In addition, we provided enrichment after school clubs for students meeting standards (Guitar Club, Music and Dance, Newspaper Club).

Lastly, we have provided an afterschool math program that allowed the students the opportunity to gain academic support regardless of their current levels.

b) 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.

At Entrada Academy we ensure the usage of scientifically based research through our Inquiry work to target our instruction both within the school day and outside of the school hours.

By doing this, we are ensuring that all students are working towards meeting the State's proficiency in all content areas.

- o Help provide an enriched and accelerated curriculum.

At Entrada Academy, our curriculum is constantly revisited to make sure that it is challenging and meeting the needs of our student population. The different subject departments revisit the curriculum and the work that is expected of students to properly provide a rigorous education.

- o Meet the educational needs of historically underserved populations.

Last year, our Special Education population and ELL students all gained 1.5 years of growth and we were given extra credit for them. We ensure that we are meeting the educational needs of the historically marginalized populations by the curriculum development and enrichment programs that we provide. We analyze sub group data to find best ways to reach these specific 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.

We provide services on Saturdays and afterschool for students who are at risk of not meeting the State academic content

standards. They are mandated for extended time services and are strongly encouraged to attend Saturday and afterschool programming. Additionally, we also provide counseling and at-risk services for students who are struggling academically.

o Are consistent with and are designed to implement State and local improvement, if any.

We are a new school in our second year and will begin full implementation of 3 grades (6-8) beginning in 2010-2011

We are currently not a school in need of improvement: SINI, SURR.

3. Instruction by highly qualified staff.

99% of the teaching staff is licensed in the subject area that they are currently teaching, therefore making them highly qualified staff.

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.

Staff development will be provided at:

A) Content/Department meetings

B) Faculty Conferences

C) Network sponsored staff development for Administrators

D) The School Leadership Team

E) UFT sponsored staff development

F) External professional developments through conferences

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

- A) Recruit at DOE sponsored job fairs
- B) Recruit through Teachers College, Columbia University and other college programs.
- C) Continue to recruit teachers throughout the NYC Teaching Fellows
- D) Recruit through Bank Street College of Education and Teach for America.

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

Due to the fact that we are a small school, we were not initially given an allocation for a parent coordinator, but luckily, we recently hired a parent coordinator who has begun working diligently to increase parental involvement by holding meetings at a variety of convenient times, promoting social and cultural events, and literacy development workshops for parents such as book clubs, ESL, and technology.

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.

Not applicable.

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.

A) The School Leadership team

B) Content meetings through professional learning communities (PLCs)

C) Staff Development

D) Any further UFT collaboration needed.

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.

A) Periodic reviews of the students' Acuity data and the School data

B) Content departments meet and discuss student progress in the subject area and specific units of study.

C) Teacher and guidance counselor evaluations.

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.

A) Peer mediation

B) Student Council

C) Honor Society

D) Urban Advantage

E) Junior Achievement, partnership with Columbia University

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			\$54,933.37	True	Goal 1 Mathematics-Action Plan #1
Title I,	Federal	Yes			\$73,781.01	True	Improve Teacher Quality- ELA

Part A (ARRA)							
Title I, Part A (Basic)	Federal	Yes			\$45,732.00	True	Goals 1 and 3 - Increase mathematics and ELA student achievement - additional academic support
Title I, Part A (ARRA)	Federal	Yes			\$7,136.00	True	Goals 1-4 Improve Teacher Quality - PD Opportunities
Title I, Part A (ARRA)	Federal	Yes			\$59,170.00	True	Support Instructional Programs to meet Goals 1-4

¹**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.

²**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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
N/A
2. Please describe the services you are planning to provide to the STH population. N/A

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A

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.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_12X384_110110-165617.doc

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 608	District 12	School Number 384	School Name Entrada Academy
Principal Socorro Diaz		Assistant Principal Brenda Gonzalez	
Coach N/A		Coach N/A	
Teacher/Subject Area Maria Morales Bil Special Ed		Guidance Counselor Jenly Castillo	
Teacher/Subject Area Woo Kwon ESL		Parent Iris de Jesus	
Teacher/Subject Area Disneleyda Lopez, Spanish		Parent Coordinator Alan Rodriguez	
Related Service Provider Ivette Gonzalez (Speech)		Other Elayne Herrera Bil Math	
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	1	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	1
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	

C. School Demographics

Total Number of Students in School	344	Total Number of ELLs	121	ELLs as Share of Total Student Population (%)	35.17%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

When new students are enrolled, the Home Language Identification Survey (HLIS) is completed by the parent or guardian and facilitated by either our ESL teacher or trained office staff members. Also an informal oral interview in English and in the native language is conducted. Second, based on an analysis of the answers to the HLIS and the informal interview students who qualify to take the Revised Language Assessment Battery (LAB-R) are administered this test by the ESL teacher within the first 10 days. The LAB-R is hand scored by the ESL teacher and if the student qualifies for ESL services the parents are contacted by the parent coordinator.

The parent coordinator calls the parents or guardians of newly identified ESL students as per the LAB-R as soon as possible and asks them to come in to review the Parent Orientation Video (in their native language) and to discuss their ESL program choices. This contact might also occur over the phone if the parent is unable to come in. During this meeting parents complete the Parent Survey and may complete their Program Selection form indicating their choice of ELL program. Entitlement letters are sent out by our ESL teacher to the students homes. For all parent activities, meetings and home communications in writing we ensure that adequate information is distributed by providing translations and information in English and Spanish. Our parent coordinator provides information as to the programs, services and support available to our students and parents at our school.

After reviewing the Parent Survey and Program selection forms for the past few years we have noticed a trend in parents choosing our free standing ESL program in favor of remaining in a nearby community school of good standing with an A on our most recent school survey. The program models offered at our school appear to be aligned with parent requests. Our ESL and bilingual teachers are also responsible for the annual administration of the NYSESLAT.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	1						2
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In							8	6	2					16
Total	0	0	0	0	0	0	10	8	3	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	121	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	20
SIFE	12	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	22

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Total	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0						

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							46	35	26					107
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other								1						1
TOTAL	0	0	0	0	0	0	46	36	26	0	0	0	0	108

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

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

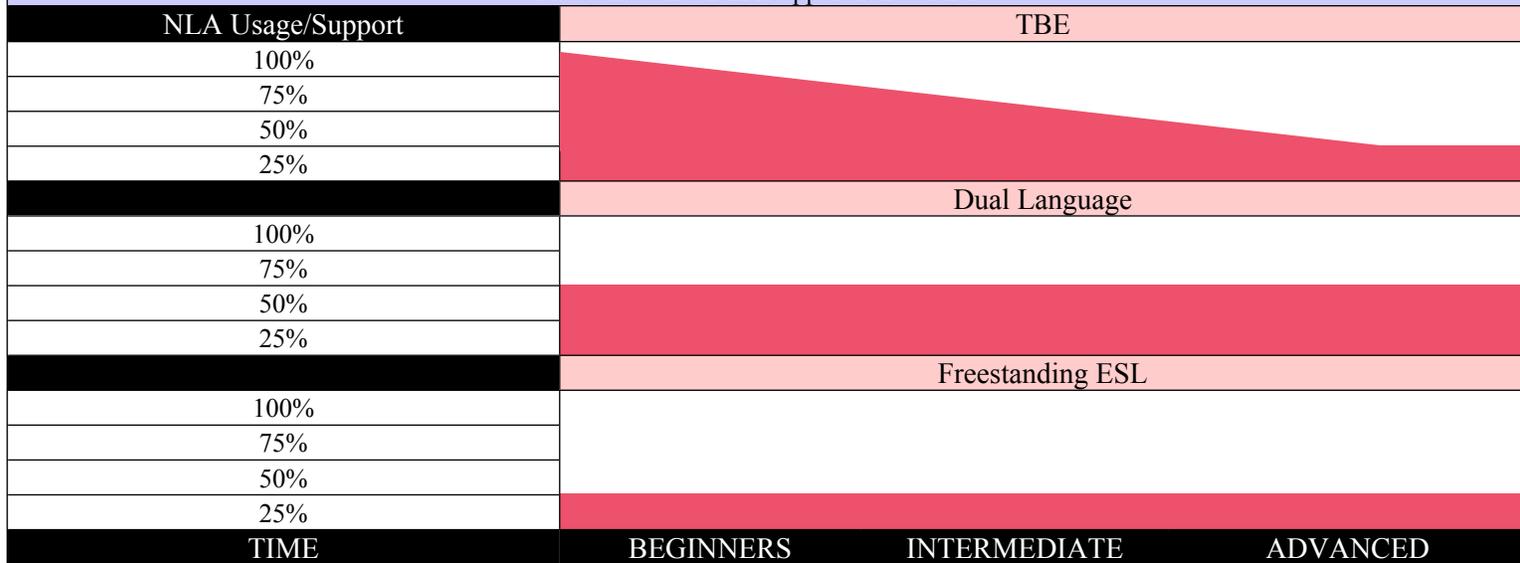
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Instruction is delivered to general education ELLs in a push-in collaborative co-teaching model. Special Education ELLs are instructed in a self-contained setting with the push-in model. All students travel to classes in blocks together as a group with heterogeneous mixed proficiency levels. A balanced literacy instructional approach along with the use of relevant contexts, an emphasis on key vocabulary and multiple styles of learning are used in instructional practice to make content comprehensible and to enrich language development.

Entrada ensures that the mandated number of instructional minutes is provided according to proficiency levels by placing all general education ELLs in one class per 6th, 7th and 8th grade levels as well as all special education ELLs in one class per 6th, 7th, and 8th grade levels. Through this arrangement, the ESL teacher can provide them with their mandated number of minutes. The school uses the learning standards for ELA and ESL and key ideas and performance indicators for such standards as the basis for ELA and ESL curriculum and instruction. The content areas are delivered to the students in English along with a variety of ESL strategies including an emphasis on key vocabulary and visual supports. Also native language supporting texts and materials are used in the content areas when available.

Instruction for ELLs is differentiated according to their proficiency levels and individually needs. Our instructional plan for ELLs in school less than three years is to provide occasional pull out instruction to targeted vocabulary work and native language support. Since NCLB now requires ELA testing for ELLs after one year we plan to support this ELLs by familiarizing them with the ELA testing format and vocabulary while also using guided scaffold instruction that integrates strategies and skills similar to those incorporated into the exam.

Our school plans to help push long term ELLs to proficiency by using individual data from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, ACUITY, and alternative assessments and observations to identify student weaknesses and strengths that will drive differentiated rigorous instruction across all content areas.

In order to best serve our ELLs with special needs we take into account the styles and settings in which these students learn best and differentiate our instruction to meet their needs. We also utilize technology based programs that are engaging and challenging for each individual student based on their own levels.

Instructional materials including technology that are used to support ELLs include providing content in as many ways as possible so that students can see it, read it, write it, and practice speaking it. We also use Read 180, Acuity, Renzulli Learning Profiles, Listening or Learning Stations, Vocabulary practice (cards, foldables, journals etc.), and skills/standards focused workbooks.

Targeted Interventions for ELLs in ELA, MATH, and (other content areas) include but not limited to the following:

- A Balanced Literacy Approach
- Academically Rigorous Instruction
- Differentiated instruction
- Periodic/Interim Assessments
- Acuity
- Contextualization

Technology that focuses on developing listening, speaking, writing and reading
Technology/Software that provides challenges to each student based on their identified needs
Extended day and after school programs that focus primarily on literacy and mathematics.
Instruction provided to students is driven by students identified levels or identified areas in need of improvement.
Ongoing assessment provides evidence of student learning and need for changes to drive instruction.

Students who reach proficiency on the NYSESLAT will continue to be supported through our balanced literacy approach as well as through challenging and academically rigorous tasks in their identified areas in need of improvement. Their achievement and ongoing progress will continue to be closely monitored by all staff members and through goal setting and attainment.

ELLs are afforded equal access to all school programs in our building they all attend 37.5 minutes of instruction after school and after school programs for ELA and Math.

Native Language support and encouragement is offered through texts that are available in both English and the students' native language. Also, our school uses bilingual dictionaries or glossaries and through oral translations, explanations or comprehension assessments offered by teachers and aides. Our school has a variety of reading materials available for students in Spanish. The required services support and appropriately correspond to the students' ages and grade levels. ELLs on a beginning level have high interest low-level reading materials available to them. The staff members are trained to assist ELLs as they transition to middle school.

Ongoing professional development is provided to ELL personnel and staff members have attended sessions on ESL in the content areas. All staff members are encouraged to attend school and district wide opportunities for ELL professional development and would be supported in obtaining a bilingual or ESL extension. The minimum 7.5 hours of ELL training for all staff is provided through in school and outside workshops. Our ESL teacher provides training in collaboration with our data specialist about ELL instructional strategies, assessments and improving students' academic language.

Parents of ELLs are involved in our school because of the support offered in the students' native language by staff members fluent in our ELLs' native languages. Our school creates an atmosphere of open communication with parents through school wide encouragement and valuing of second language and through materials and communication distributed both English and Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Our school 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.

At Entrada, the primary goal for professional development is to ensure that all faculties are engaged in professional discourse, learning, and reflection. The school provides support for our ELLs by providing high quality, ESL teachers. Weekly departmental meetings seek to define and implement the school's integrated curriculum. Specialized personnel will train teachers in current ESL strategies methodologies in first and second language acquisition. In addition, a leadership team will develop instructional scaffolding techniques based on teacher and student needs. Best practices will be shared to support growth and development of the teaching faculty. Our Bilingual, Dual Language,

ESL faculty, and main stream teachers will participate in the Quality Teaching for ELLs (QTELL) training programs. ESL /Bilingual teachers will use two common planning periods to share curriculum information, share instructional materials, and learn about the components of a Balance Literacy Program and the importance and techniques of teaching vocabulary. Teachers have a common preparation period and a language specialist will assist in planning lessons and to bring teachers up to date on current practices.

The following workshops will be offered to Bilingual/ESL teachers this year.

- § ESL through content area
- § ESL/ELA curriculum align to state standards
- § Students Portfolios Structure(Math, ESL, ELA, Science, Social studies)
- § LAP policies
- § Reports related to the ELL population
- § Culminating Activities related to the unit of study
- § Classroom library organization
- § Data analysis
- § Differentiated instruction

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?

Paste response to questions 1-4 here

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
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)								
Chinese Reading Test								

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

Paste response to questions 1-6 here

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)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Entrada Academy					
District:	12	DBN:	12X384	School		321200010384

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			93.5	92.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			90.1	86.4
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	112	95	118				
Grade 7	0	109	104			91.1	94.6
Grade 8	0	0	120				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0			11	25
Grade 12	0	0	0				
Ungraded	0	0	2				
Total	112	204	344			9	10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	25	32	49	Principal Suspensions		0	13
# in Collaborative Team Teaching (CTT) Classes	0	9	9	Superintendent Suspensions		1	9
Number all others	6	15	20				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	6	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	14	49	TBD
# ELLs with IEPs	4	16	TBD
These students are included in the General and Special Education enrollment information above.			
Number of Teachers		7	19
Number of Administrators and Other Professionals		3	4
Number of Educational Paraprofessionals		1	3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		2	10	% fully licensed & permanently assigned to this school		100.0	94.1
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		14.3	15.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		57.0	63.2
American Indian or Alaska Native	1.8	1.0	1.5	% core classes taught by "highly qualified" teachers		100.0	86.7
Black or African American	25.0	22.1	16.3				
Hispanic or Latino	72.3	75.5	81.4				
Asian or Native Hawaiian/Other Pacific	0.9	1.0	0.9				
White	0.0	0.0	0.0				
Male	57.1	54.4	49.4				
Female	42.9	45.6	50.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	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 Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups making	3	3					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					P
Overall Score:	69.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	12.3	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	6.4	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	42.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.8						

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