



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : EAST BRONX ACADEMY FOR THE
FUTURE _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):
 12X271 _____

PRINCIPAL: SARAH SCROGIN _____ EMAIL:
 SSCROGIN@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: DR. GERALDINE TAYLOR-
BROWN _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sarah Scrogin	*Principal or Designee	
Kevin Magee	*UFT Chapter Leader or Designee	
Vanessa Edwards	*PA/PTA President or Designated Co-President	
Jose Valcarcel	DC 37 Representative, if applicable	
Jewelle McEwen Alexandra Enamorado	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Joan Jones-Clarke	Member/Parent Association	
Vivian Ramos	Member/Parent Association	
Carmen Ramirez	Member/Parent Association	
Nicholas Lawrence	Member/Teacher	
	Member/	
	Member/	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

• **INCREASE STUDENT ACHIEVEMENT & CLOSE ACHIEVEMENT GAPS** • Increase Acceleration and Differentiation for All Students, especially through blended and on-line learning opportunities and a focus on reading and writing • Increase student proficiency by 5 percent, as measured by NY State exams • Increase graduation rate by 5 percent • Increase all teachers' course and exam pass rates to by 5 percent • Reduce Achievement Gaps for ELL and Special Education students by 5 percent

Comprehensive needs assessment

We are currently in year two of SINI needing improvement because we failed to make progress for these subgroups in our middle grades. Specifically, according to our NY State Report card we met AYP and/or Safe Harbor for all high school groups but failed to meet it in the middle school in English and Mathematics, where just 23 percent are proficient in English and 32 percent in mathematics. The middle school subgroups where we did not make AYP were all students, Hispanic students, students with disabilities, Limited English Proficient (ELA only) and Economically disadvantaged.

Instructional strategies/activities

- All teacher teams have developed quarterly interim assessments aimed at gauging students' proficiency on Regents topics and skills. Teacher teams are working to refine and revise their curriculum maps with the goal of better integrating technology into the curriculum and of aligning the new Common Core standards with existing New York State standards.
- Work with middle grades mathematics and English team members to target struggling students and identify skill gaps via Inquiry work. Specifically, teachers, guidance and administration will use Interim Assessment results from New Leaders for New Schools and teacher-created DYO assessments to create Interim Assessment spreadsheets enabling student and standards-based intervention groupings in November, January, April and June.
- Teachers will review assessment results, course pass rates and ARIS data to target student improvements in Subject Area Team meetings on a quarterly basis, with the goal of improving target students' outcomes.
- Continue use of "Understanding by Design" approach to curriculum mapping and unit planning to review curriculum maps, unit plans and lesson plans and implementation in bi-weekly English and Math team meetings and, using a "tuning protocol" in daily common planning across grade levels.
- Implement Teachers College Reading and Writing Project, including use of leveled independent reading books and running records, in Grades 6, 7 and 8.
- Work with New Visions Instructional Coach, administrative team, and teacher teams to analyze data, examine student work, and design instructional strategies targeted at differentiating and improving instruction, particularly with regard to problem solving in mathematics and to reading across the content areas.
- As part of the Innovation Zone we are adding D2L to all classes and aligning them to Common Core standards.
- We are adding a period to every students' day in which he/or she engages in a real-world "module" class in which he or she engages in a real-world, challenge-based class aligned to Common Core standards.
- We are training teachers in Teachers College Reading and Writing Program and training teachers in Quality Teachers of English Language Learners. We are also continuing our work of revising our curriculum to reflect the new Common Core Standards and associated performance tasks.

Strategies to increase parental involvement

- Reach out to parents of struggling students targeted for intervention work and for SES academic services. Invite these parents in particular to open-houses in fall semester.
- Host middle-school specific open house in October 2011 to familiarize parents with 6th, 7th and 8th grade objectives and to familiarize them with intervention model.
- Reach out to parents of target students for attendance at Parent-Teacher conferences and/or hold follow up meetings with parents unable to attend conferences.
- Mail monthly progress report and assessment data to parents.
- Make regular phone calls to parents based on students attendance and progress reports.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Teachers will meet twice weekly in subject area teams with the New Visions Instructional Coach to develop strategies for reading across the curriculum and problem solving in mathematics.
 - Teachers will attend outside professional development sessions provided by QTEL, AVID, Teachers College Reading and Writing Project and Teaching Matters, Inc.
 - Teachers will receive support from the Innovation Zone Implementation Manager.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - We are continuing and expanding the following successful programs aimed at reducing violence and/or bullying, increasing nutrition and providing students with access to college readiness and/or career and technical education:
 - AVID: We have added several classes aimed at getting students ready for college.
 - Co-Op Tech: We have worked creatively with students' schedules to allow them to attend career and technical education in the mornings so that they can attend career technical classes.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title I funding is being used for teacher per session for targeted students.
 - Title III funding is being used for teacher per session for targeted ELL students.
 - SINI funding is being used for teacher per session for targeted students, including special education students.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

Improve teacher effectiveness by developing a shared understanding of good teaching and identifying and coaching on ways of improving where needed.

Comprehensive needs assessment

We need to improve instruction throughout the school in order to see the student achievement gains we are targeting for this academic year. In particular, we are focused on improving English and mathematics instruction in grades 6, 7 and 8 and improving Regents and course pass rates in the high school so that we improve our overall proficiency in middle school and our high school graduation rate and college acceptance rate.

Instructional strategies/activities

90 percent of teachers will use a research-based teacher evaluation rubric to:

- self-assess their teaching practice and thereby identify areas for improvement
- engage in a cycle of visitation, face-to-face and brief written feedback based upon 10 mini-observations over the course of the school year
- reflect in a year-end self-evaluation and principal evaluation including progress made

Administrative Team member will engage teachers in a cycle of frequent mini-observations and feedback, including class visits, face-to-face feedback (ideally within 24 hours of the visit) and a written summary of the feedback.

The administrative team will meet weekly to review the results of mini-observations and teacher debriefs and set goals for visits and feedback for the following week.

Strategies to increase parental involvement

- Parent members of the SLT will review the NYSED-approved teacher rubric and participate in the assessment of the principal using the principal rubric.
- Parent members of the SLT and Parent Association will review and comment upon the Parent and Community Involvement strand of the rubric.
- Parents, teachers and students will review data from the School Survey with a goal of improving teacher and principal effectiveness, as well as the effectiveness of the school overall.
- A parent handbook will describe effective teaching and enlist parents as partners in their children's education.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will self-assess on a state-approved rubrics, receive regular verbal and written feedback from administrative team members and receive a year-end summary rubric score (non-evaluative) from the principal as part of their Annual Review meeting. Teachers who receive scores of "needs improvement" will receive professional development, mentoring or coaching targeted to these areas, such as planning and preparation, classroom management, delivery of instruction, family and community involvement and professional responsibilities.

Service and program coordination

- This is closely aligned with both Federal and state priorities for principal and teacher effectiveness under Race to the Top legislation.

Budget and resources alignment

- Title I professional development funds will support coaching for administrative team members and teachers around use of state-approved rubrics and mini-observations.
- Teacher team leaders will facilitate bi-weekly team meetings to work with teachers around techniques to increase effectiveness including research-based classroom techniques (from our whole-school read Teach Like a Champion), inquiry work around student data and interim assessment data, goal setting for targeted student populations and subject area curriculum development. This includes funds to support teacher release time for our two LEAP candidate team leaders.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Students will show progress in using evidence to support arguments in writing across the content areas and in mathematical modeling and problem solving.

Specifically, 80 percent of students will effectively use modeling in their problem solving in mathematics and effectively use evidence to support arguments across subject areas and grades.

Comprehensive needs assessment

Students' scores on NY State assessments, interim assessments and classroom assessments reveal a weakness in their ability to write using evidence and solve open-ended problems. In particular, teacher teams have identified goals around students writing about how they solve mathematical problems and using textual evidence to support arguments in English. (Social studies and science are focusing primarily on reading comprehension.)

Instructional strategies/activities

- In their subject area teams, teachers will develop Common Core-aligned performance tasks that incorporate opportunities for students to show evidence-based writing, modeling and problem solving.
- Teachers will develop lessons that incorporate modeling, problem-solving and supporting with evidence to support arguments and show mathematical reasoning.
- Teachers meet twice weekly in subject-area teams to set goals, evaluate student work and plan lessons that incorporate modeling, problem-solving and supporting with evidence to support arguments and show mathematical reasoning.
- Teachers develop a rubric to assess the use of evidence to support a claim and, in mathematics, that evaluates students' use of mathematical modeling.
- All students will be enrolled in a real-world problem-based "module class" aligned to the Common Core standards that allows them to practice these skills.

Strategies to increase parental involvement

- Parents will attend open houses targeted to specific grade levels where they will learn about the standards for that grade level as well as the expectations of students.
- Teachers from each grade will attend monthly Parent Association meetings to keep parents up-to-date on progress they are making.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will receive professional development from a variety of sources including:
 - New Visions instructional coach and digital and New Visions digital curriculum specialist
 - Teaching Matters Instructional Coach
 - Innovation Zone Implementation Manger
- Kim Marshall (English curriculum development)
- LEAP Teacher Leaders and Administrative Team Members

Service and program coordination

This is aligned with city and state instructional priorities around implementation of Common Core standards and DYO interim assessments.

Budget and resources alignment

Per session funds will support curriculum development and analysis of student work.

Administrative team members, LEAP candidates and teacher leaders will facilitate bi-weekly teacher meetings.

Per session funds will support Mary Moss of iSchool to facilitate professional development during the summer and several times during the school year.

Ford Foundation grant via New Visions will facilitate summer curriculum planning.

Shell Math grant via New Visions will fund math team performance task creation and analysis of student work.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

Increase college and work readiness: by June 2011, increase the percentage of students applying and gaining admission to college by 10 percent.

Comprehensive needs assessment

This was an area where we earned low scores on our recent High School progress report. Alumni returning to our annual alumni event and responding to our survey outreach respond that they have difficulty applying to college and staying in it. Our college preparatory course index was 11.4% compared to peer average of 12.8% and city average of 29.8%. Our college readiness index was 9.1% compared with a peer average of 6.9 percent and a city average of 21.5 percent. Our College Enrollment rate was 34.7 percent compared to a peer average of 34 percent and a city average of 50.4 percent.

Instructional strategies/activities

We have created a College Going Culture initiative in partnership with New Visions for Public Schools. We are continuing and expanding on our tradition of college and career fairs and college trips for all grades and adding additional Regents level courses (4) for the middle school and additional AP courses in the high school (AP Spanish, AP English, AP Calculus, AP Biology, AP US History, AP Government & AP Chemistry). Additionally, we are working closely with our Algebra II, chemistry and Physics teachers to increase exam pass rates by developing interim assessments, tutoring and interventions targeting at improving students' scores.

Strategies to increase parental involvement

We have held monthly parent events by grade to enlist parent support for grade level requirements, included information about our career and college readiness in our monthly newsletter and partnered with New Visions for Public Schools to increase parental involvement and college readiness.

Strategies for attracting Highly Qualified Teachers (HQT)

We are actively recruiting teachers who have taught AP and college level courses, with a specific focus on math and science. We are also offering professional development including trainings by the College Board.

Service and program coordination

This is well aligned with NYC and NY State mandates around career and college readiness.

Budget and resources alignment

We have allocated per session and coverage pay for teachers to attend professional development and do curriculum planning for college level classes.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	68	28		21	19			
7	46	34	23		7			
8	8	43	27	32	20			
9	42		31	25	15			
10	33	23		2	16			
11	34	19	16	9	12			
12	27	22	10	11	16			

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Before, after and during school day, multiple approaches including Wilson, Great Leaps, Achieve 3000 and individualized and small group tutoring.
Mathematics	Before, after and during school day, multiple approaches including Study Island, Kaplan test preparation guides, Great Leaps, and individualized and small group tutoring.
Science	Before, after and during school day, multiple approaches including Kaplan test preparation guides, RCT preparation guides, individualized and small group tutoring.
Social Studies	Before, after and during school day, multiple approaches including Kaplan test preparation guides, Barrons, individualized and small group tutoring.
At-risk Services provided by the Guidance Counselor	Before, after and during school day, group and individual counseling for failing grades and/or at-risk behaviors
At-risk Services provided by the School Psychologist	We do not have a School Psychologist.
At-risk Services provided by the Social Worker	We do not have a School Social Worker.
At-risk Health-related Services	We do not have a Health Worker.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by: East Bronx Academy for the Future 2011-2012 academic school year Parent Involvement policy

This policy was put together in conjunction with the elected parent board members and presented to the general parent association members at the June 2011, meeting to be edited or voted on.

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school and home;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and are on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

**Description of How School Will Implement Required
Parental Involvement Policy Components**

1. East Bronx Academy for the Future will take the following actions to involve parents in the joint development of its parent involvement plan under section 1112 of the ESEA:
In the 2011-2012 school year we will conduct several community meetings, send out constant communications in the forms of letters, postcards, newsletters, calendars, phone calls, text and or e-mails in order to get notification out to parents.
2. East Bronx Academy for the Future will take the following actions to involve parents in the process of school review and improvements under section 116 of ESEA:
In the 2011-2012 school year we will conduct a PASS review with parents present, at least three different learning walks to have parents involved with the process of qualitative assessment of instruction in our school. The school will also help with the facilitation and the distribution of the learning environment surveys. This will allow the school to have parents give qualitative assessment of instruction, safety, and culture of the school.
3. East Bronx Academy for The Future will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
Parents will be notified through a monthly calendar, newsletter, letters, flyers, e-mails, text and phone calls as to the date and time of meetings and workshops to address the implementation of any programs that school has to offer.
4. East Bronx Academy for the Future will coordinate and integrate Title 1 parental involvement strategies with parental involvement strategies:
Monthly parent workshops will be provided for all parents to develop knowledge of instructional program, assessments for city and state standards, Chancellor's Promotional Policy, and student Code of Conduct. There will also be provided with workshops that target specific parents such as, ELL and IEP workshops.
5. East Bronx Academy for the Future will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literary, or are of any racial or ethnic minority background). The school will use the revise, if necessary (and with the involvement of parents) its parental involvement policies.
Parental Involvement will occur through attendance at Annual Fall Back – to – School night to present and discuss curriculum expectations. There will be a 6th and 9th grade orientation in the summer to prepare incoming parents and students on the expectations and responsibilities of the families. The school will also provide training programs for parent

volunteers for the classroom and lunchroom. The parents association will facilitate fundraising events to support student achievement. We will also provide pilot programs for parents as reading partners. The school is equipped with wheel chair associability and elevator assess.

6. East Bronx Academy for the Future will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Parents will receive progress reports through their children, through the mail and by using Skedular on a monthly bases. This will give them a clear view of where their children are before they receive their report cards. Training workshops will be provided to help parents access their child's information on line, through skedular, from their homes, local libraries or businesses. Parents will share responsibilities for student performance through attending Parent/Teacher Conferences, School Leadership Meetings, and Family Support and Intervention Conferences.

Discretionary School Parental Involvement Policy Components

The school Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the schools, in consultation with its parents, choose 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 118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- Providing necessary literacy training for parents from Title 3, funds, to those parents of English Language Learners, if the school has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Provide translation at meetings and to any materials that are distributed to parents;
- Adopting and implementing model approaches to improving parental involvement;
- Developing relationships with community based organizations in the community that will provide resources for parental involvement. This includes but is not limited to faith-based organizations;
- Provide other reasonable support for parental involvement activities under section 1118 as parents may request.

SCHOOL-PARENT COMPACT

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

We, the East Bronx community, have established this compact in order to foster the core values of honesty, integrity, respect, trust and responsibility and to support the success of East Bronx Academy students.

As a parent/caregiver, I pledge to:

**Maintain and foster high standards of academic achievement and positive behavior.
Find out how my child is doing by attending conferences, looking at my child's schoolwork, or calling the school to set up team meetings with my child's teachers.
Spend time each day with my child reading, writing, listening, or just talking.
Respect, love, and encourage my child's growth and ideas.
Help my child to resolve conflicts in positive, non-violent ways.
If for any reason I cannot get through to my child I will ask for help from the guidance counselor, or the parent coordinator.**

Parent/caregiver signature: _____

As a East Bronx Academy staff member, I pledge to:

**Maintain and foster high standards of academic achievement and positive behavior.
Respectfully and accurately, inform parents of their child's progress.
Have high expectations for myself, students, and other staff.**

**Respect the cultural differences of students, their families, and other staff.
Help children to resolve conflicts in positive, non-violent ways.**

Staff signature:_____

As a East Bronx Academy Student, I pledge to:

**Work hard to do my best in class and complete my homework.
Discuss with my parents what I am learning in school.
Have a positive attitude towards self, others, school, and learning.
Respect the cultural differences of other students, their families, and staff.
Work to resolve conflicts in positive, non-violent ways.
Cooperate, and support the PBIS way the school has adapted.**

Student signature:_____

Response Plan for Schools In Need of Improvement (SINI)

School DBN: ___12x271_____ **School Name:** _____East Bronx Academy for the Future_____

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

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

Category: Basic **Focused** Comprehensive

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

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

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

We are SINI year 2. We met Safe Harbor in all areas in the high school but failed to do so in many areas in the middle school, including all students math and English, Hispanic students math and English, Students with Disabilities in math and English and Economically disadvantaged in math and English and Limited English Proficient in English only.

We had a ESCA last year, with many findings that we shared with our school community at the June 2011 professional development. Among the findings were:

- 1) Based on observations, there is minimal feedback that encourages deep understanding and persistence . The most commonly reported according to teacher surveys is answering textbook and workbook questions. More than half of the teachers don't do project-based learning with portfolios and/or field work . In more than half of observed classrooms, there is an overreliance on key students and regular occurrences of off-task behavior and sporadic engagement .*
- 2) About 1/3 of survey respondents report using behavior strategies inconsistent with their colleagues' strategies and observations indicate an overall medium level of positive climate with behavior disrupters in most classrooms observed.*
- 3) In terms of school policy, teachers feel least influential in setting standards for behavior . Ways of assessing the effectiveness and quality of meetings are unclear.*

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

Based on our SINI results, these findings and discussions with School Leadership Team (composed of parents, students, teachers and administration), we determined that we would focus on the following academic issues:

- Creation of Project-Based Classes (called Modules) aimed at engaging students in curriculum and real-world learning, aligning to the common core standards and shifting practice from teacher-centered to learner-centered classes.
- Creation of Intervention Groups to target improvement in particular for students in the SINI subgroups.
- Adoption of NYSED approved rubrics aimed at improving teaching based on shared understanding of best practices and adoption of a school-wide read, Teach Like a Champion by Doug Lemov, with the goal of helping teachers understand how to improve rubric scores based on feedback from frequent mini-observations.
- Revamping team meetings to meet twice weekly with an explicit focus on setting goals for student achievement and focusing on improving and aligning curriculum (planning), instruction (teaching) and assessment (learning).

- Creation of a School Culture Initiative aimed at improving student behavior based on monthly celebrations by grade and whole school and an increased focus on being on the “same page” in terms of student discipline across grades and subjects.

Part B: For Title I SINI Schools Only

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

We are spending our 10 percent of Title One for professional development in the following areas:

- Professional Development on Project-Based Learning & On-line Curriculum Development
- Professional Development for Teachers of English Language Learners: QTEL
- Professional Development for Teachers and Administrators on NY State Rubrics: Weekly sessions with facilitator
- Professional Development on Improving School-Wide Behavior - Ramapo, Inc.

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

All teachers are assigned a mentor with whom to work closely. Additionally, our new teacher group meets twice monthly with a master teacher in the school.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We informed parents at SLT and Parent Association meetings in English and Spanish and will send the required parent letter, with translations, in our December mailing.

Office of English Language Learners Grades K-12 Language Allocation Policy Submission Form 2011-12

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

A. School Information *i*

Cluster Leader/Network Leader CFN22	District 12	Borough	School Number 271
School Name East Bronx Academy for the Future			

B. Language Allocation Policy Team Composition *i*

Principal Sarah Scrogin	Assistant Principal Luke Bauer
Coach n/a	Coach n/a
ESL Teacher Nelsie Castillo	Guidance Counselor Yolanda Nieves
Teacher/Subject Area Catherine Mitchell	Parent Vivian Ramos
Teacher/Subject Area Christine McLeod	Parent Coordinator Marilyn Johnson
Related Service Provider type here	Other type here
Network Leader Barbara Gambino	Other type here

C. Teacher Qualifications *i*

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without	0

			ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	

D. School Demographics

Total number of students in school	644	Total Number of ELLs	76	ELLs as share of total student population (%)	11.811.80%
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Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **i**

Paste response to questions 1-6 here

1. When a new student to the New York City Department of Education Public Schools comes to our school, Ms. Castillo, a full-time certified ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an informal oral interview in English and in Spanish as well. If the family's native language is a language other than a language one of our pedagogues speaks, the parent coordinator will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. If the HLIS indicates that the student is potentially an English Language Learner, the ESL teacher will administer the LAB-R (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS.

After taking the LAB-R to determine the status of a new student to the New York City Department of

Education Public Schools, students who speak Spanish as determined by the HLIS and oral interview take the Spanish LAB-R. The exam is graded in-house and our pedagogues and counselors use the results of the Spanish Lab-R to provide native language support according to the students' native language level. LAB-R also determines how many minutes of services students receive.

Before the NYSESLAT administration window opens, the ESL teacher runs the RLER report from ATS to identify the students eligible to take the NYSESLAT exam. The ESL teacher then proceeds to meet with the ELLs in the school to discuss the format of the exam and explain how they will be assessed. Students will then receive schedules for each modality of the NYSESLAT. The ESL teacher administers the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teacher throughout the testing window in a separate location.

2. Twice a year, in the Fall and in the Spring, the parent coordinator and ESL teacher have a workshop to explain the three program choices for ELL students. Workshops are conducted in the parents' native language, and the content of the workshops is based on the EPIC toolkit. The workshop displays the program choices in oral, written and visual formats. Parents are shown the informational DVD in the EPIC toolkit. Parents are notified through phone calls, letters mailed home, and in some cases home visits are conducted to ensure all parents attend this workshop. We also hold a workshop when our school receives new students throughout the year, within one month of when the student enters. If a parent misses the workshops, we call them in for an individual meeting or one-on-one phone call.

3. Parents attend a program choice workshop at the beginning of the school year or within five business days of their child entering the school. Here, parents complete the Parent Survey and Program Selection forms. If a parent cannot attend the workshop, the ESL Specialist schedules a one-on-one meeting in order to explain the purpose of the documentation and collect all forms.

After receiving the NYSESLAT results in the fall, the ESL Specialist immediately sends entitlement letters to the parents of ELL students. Entitlement letter records are kept in a binder in a locked archive; both the parent coordinator and counselor keeps a copy of these records in their offices in locked archives. The ESL Specialist updates these records periodically each time the NYSESLAT is administered and results are revealed.

4. Identified ELL students are placed in the program chosen for them by their parents after their parents have attended the program choice workshop where they receive information on all their programs available in New York City. If an ESL instructional program is chosen, we meet with the parents and student to explain to them in their native language what this program looks like at our school, the content and language services the student will receive and what the student's schedule will be. If a bilingual program is chosen, and 15 or more parents/students have chosen this option, we will open a bilingual class. If less than 15 choose this option, we meet with the parents and students to explore other program options within our school or find them a more appropriate placement in another school setting.

5. A majority of parents have chosen the Freestanding ESL instructional program. Please see chart below. During the current year, we have not received any students requiring these services.

Program Chosen	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
Freestanding ESL	22	25	29	0	2		2			1

Bilingual	1	2	1	0	0	0	0	0
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6. Yes, our program models are aligned with parent requests. One request we received from ELL parents was to add Native Language Arts (NLA) courses, which we implemented this year. This class meets every day, and an NLA planning team meets once a week to plan for the course. Another goal we have as a school is to eventually grow into a Dual Language program. In addition, we offer tutoring after school not only based on the student academic need, but we also take into account parents' request on one-on-one tutoring.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes	No	If yes, indicate language(s):
Dual language program	Yes	No	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% □ 50%:50% □ 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	3	3	3	3	3	3	3	21
Total	0	0	0	0	0	0	3	3	3	3	3	3	3	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	27
SIFE	6	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	41

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	00
Dual Language	0	0	0	0	0	0	0	0	0	00
ESL	19	2	5	16	3	5	41	1	17	7676
Total	1919	22	55	1616	33	55	4141	11	1717	7676
Number of ELLs in a TBE program who are in alternate placement:										
	0									

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education	Number of ELLs by Grade in Each Language Group													
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														00
Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic														00
Haitian														00
French														00
Korean														00

Punjabi																			00
Polish																			00
Albanian																			00
Yiddish																			00
Other																			00
TOTAL	00																		

Dual Language (ELLs/EPs) K-8																			
Number of ELLs by Grade in Each Language Group																			
	K		1		2		3		4		5		6		7		8		
	ELL	EP	ELL																
Spanish																			
Chinese																			
Russian																			
Korean																			
Haitian																			
French																			
Other																			
TOTAL	00																		

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									00	00

Chinese										00	00
Russian										00	00
Korean										00	00
Haitian										00	00
French										00	00
Other										00	00
TOTAL										00	00

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							4	8	16	12	17	5	9	7171
Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic														00
Haitian														00
French														00
Korean														00
Punjabi														00
Polish														00

Albanian															00
Other							2	1	2						55
TOTAL	00	00	00	00	00	00	66	99	1818	1212	1717	55	99	7676	

A. Programming and Scheduling Information

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

1.
 - a. Instruction is delivered through Push-In (Co-Teaching) services. We implement a Push-In model grades 6-12.
 - b. Our 9th grade follows a Block model, while our 10th, 11th, and 12th grades follow an Ungraded program model. All of these classes are Heterogeneous.
2.
 - a. We instruct our ELL students based on their English proficiency level: Beginner, Intermediate and Advanced ELLs. Students follow both a block and a heterogeneous model where they are placed in classes

not only according to their proficiency level but also according to their grade. We provide services as follows:

-ESL- 70 minutes per day; Push-In (Co-Teaching) with ESL teacher
70 Minutes Per Day – Extended day school academic intervention with ESL teacher and peer tutors

-NLA-45 Minutes per day NLA class with certified NLA teacher

-ELA-70 Minutes per day- ELA class with certified NLA teacher

3. The content areas are delivered through the workshop model. Teachers also create content and language objectives based on the SIOP model of ELL instruction and New York City State Standards. By the end of the school year, at least one teacher in each discipline will be QTEL trained and will turnkey these strategies to the other content area teachers. These strategies will be implemented during the school day, as well as after school and on Saturdays. NLA instruction is taught in Spanish, and the curriculum follows similar themes to content area classes that will enhance students' skills in their coursework and help with their language acquisition skills in other subjects.

In addition, content area teachers meet with the ESL teacher once a week during common planning time to collaborate and come up with instructional goals and strategies to make content accessible for ELLs. The ELL Inquiry Team meets once a week to discuss ways to focus on high leverage skills that will help ELLs enrich their language development.

4. At the beginning of the year, the NLA certified teacher designs and administer a NLA diagnostic for our ELL students. This diagnostic is used to place students in the appropriate NLA class and to provide students with the academic support they need.

5.

a. SIFE students are identified at the beginning of the year by the ESL teacher. Once these students are identified, the ESL teacher meets with each grade team to talk about strategies to work with SIFE students. These students are provided additional academic instructional support after school by the ESL teacher as well as by peer tutors who are former ELL students. Online programs such as Achieve 3000 and My Access! provide at level reading and writing activities that students complete 2-3 times a week. As the student progresses, the programs adjust to the students' reading and writing levels and provides appropriate materials.

b. In addition to push-in services and co-teaching during the school day, our newcomer ELLs receive additional support after school from the ESL teacher as well as peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Many of our newcomer ELLs also come before school for additional language development from the ESL teacher. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

c. These ELL students receive push-in services and co-teaching during the school day. They also attend

after school where they receive academic interventions and additional support from the ESL teacher and peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

d. These ELL students receive push-in services and co-teaching during the school day. They also attend after school where they receive academic interventions and additional support from the ESL teacher and peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. Core subject teachers meet once a week to discuss academic intervention for these students based on their current level in each subject area as well as their socio-emotional needs.

6. ELL students who are also identified as having special needs also receive push-in services and co-teaching during the school day. The ESL teacher provides academic interventions both inside and outside the classroom based on the students' IEPs and recommendations given by the Special education teacher. Like other ELLs, they attend after school where they receive academic interventions and additional support from the ESL teacher, Special Education teacher, and peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. The ESL teacher also collaborates with the Special Education teacher to ensure they are working towards the goals on the student's IEP.

7. Student with disabilities are exposed to the same material and standards as any other students. However, we provide differentiated instruction within and outside the classroom in order to help them achieve success. The ESL teacher pushes-in their classes and provides ESL services as appropriate. Teachers meet during common planning to hold a "Kid Talk" where the strengths and weaknesses of each student is discussed and researched. The students' schedule are adjusted according to the students needs and strengths in order to increase their choices, academic success and meet their IEP goals.

Courses Taught in Languages Other than English <i>i</i>			
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: <ul style="list-style-type: none"> • classes that are taught in English using books in the native language • heritage classes 			

• foreign language (LOTE) classes			
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish	Spanish	Spanish
Social Studies:			
Math:			
Science:			

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

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

Native Language Usage and Supports	The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.		
	Transitional Bilingual Education (TBE)		
Native Language Usage/Support			
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			

50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8.

Extended day program:

- Our extended day program meets both before school in Zero period as well as after school during 7th period. Currently, all ELLs take part in 60 minutes of additional support per day working with Achieve 3000 and/or participating in peer tutoring. We would like to expand the program by 60 percent so that all LTE students can take part in 100 minutes per day of extra support either before or after school.
- Math and Writing skills: Based on a needs assessment of our 2009 NYSESLAT results and other data sources, our extended day program will focus on both writing and mathematics literacy. In the additional time scheduled, ELLs will focus on improving their writing skills, mathematics proficiency, and math fact fluency by working with the following programs: MY Access! and FASTT Math and Study Island.
- Peer Tutoring: We would also like to expand our after school peer tutoring program, in which former ELLs tutor current ELLs, to include extra support in all subjects. Teachers of this program will take part in Professional Development to develop ELL teaching strategies.

During the school day:

- We utilize a push in and co-teaching model in grades 6-12 to provide ELL services during the school

day. The ESL teacher pushes into content area classes and co-teaches with the general education teacher for an hour a day. We would like to add to these services by providing LTE students with small group instruction focusing on math, writing, and reading interventions.

- ELL students will be instructed by an ESL teacher for an hour in small groups using Study Island for ten minutes to practice math fact fluency, and then MY Access! and/or Achieve 3000 to work on reading and writing skills. They will also work with Destination Math in their math classes, team taught by an ESL teacher and math teacher.

Native Language Arts:

- As part of their school day, we also provide Native Language Arts as an Electives course. The purpose of this course will be to strengthen the students' native language skills taught with thematic units through the arts (i.e art, music, dance, media).
- The focus will be to enrich first language literacy as well as increase their levels of academic Spanish, with an end goal of taking the Advanced Placement Spanish exam.

9. Former ELLs receive testing modifications and also become peer tutors to help other ELLs. They are in the classes that receive push in co teaching services, and still receive instructional support by the ESL teacher given that they are still in the classroom.

10. We are exploring the possibility of adding an additional ELL teacher and creating online courses in content areas for advanced and long-term ELLs.

11. All programs will remain in place.

12. SOBRO has partner with our school to offer extra-curricular activities including but not limited to: Karate, Dodge Ball, and literacy. Smarties, on the other hand, offers Math and ELA academic interventions for students who struggle in such subject areas. Subject Area tutoring is also offered after school where two ESL teachers and a peer tutor help students grasp academic content they have yet to master. ELL students receive modified schedules whenever possible and necessary where they can attend any or all of these programs as well as sports teams and/or other social clubs within the school.

13. We have digital projectors and laptops in all classes. Students are trained to use GoogleDocs, Skype and Gmail to complete projects, work in groups and communicate with teachers. We also use Achieve 3000 both in English and in Spanish, Power Speak, Rosetta Stone and Study Island to improve language acquisition, math skills and literacy among our ELLs.

14. All ELL Students receive one period per day of Native Language Arts by a certified NLA teacher. In the content areas, Native Language Arts is supported because both of our ELL specialists are bilingual. We also provide bilingual materials, including texts, resources and on-line materials. We also provide after-school enrichment in the content areas for two hours a day.

15. All services, support and resources correspond to ELL's ages and grade levels. they do.

16. Our school holds orientation for all new students during the summer. We explain to ELLs the programs offered, meet and greet their teachers, take tours of building, answer any questions that ELLs and parents may have and provide them with a list of teachers names.

17. We currently offer Spanish, AP Spanish, Chinese, French and German.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. **Teacher Talk & Kid Talk:** Our ESL and Learning Specialists meets with subject area teachers 90 minutes a week during common planning. At these meetings, teachers pose questions about their teaching practice and discuss students who are struggling in their classes or need extra support. The ESL teacher and Learning Specialists share specific interventions and ELL strategies teachers can use in their classes to support their work and their students.

Adult Learning: Our staff meets an hour a week for Professional Development in grade-level team, subject area teams, or as a whole school. The ESL and Learning Specialists will provide Professional Development during this time at least once a month by presenting strategies and interventions that will support our ELL, including our LTE, population. The weekly Adult Learning time will also be a place for teachers to turnkey "best practices" learned at QTEL and for the Inquiry Team to present information to the whole staff.

QTEL Institute & Project ExcELL: We are committed to implementing the principals of QTEL in all classrooms by having at least 2 teachers per content area (8 total) trained in QTEL by June 2011. We have also trained our entire staff in Project ExCELL. These trained teachers, along with our Learning Specialists and other staff members who are already trained in QTEL, will turnkey the strategies and interventions they learn to other teachers during Adult Learning, Inquiry Team meetings, subject area team meetings, Teacher Talk, and Kid Talk.

2. We provide professional development on ELLs provided by the ESL teacher and Administrative Team at our August and September Adult Learning sessions prior to the start of the new school year. In addition, every spring, teachers attend a week long training at Columbia University where they learn strategies to improve literacy levels among their students.

3. These minimum requirements are met as described above in question #1: Teacher Talk and Kid Talk, Adult Learning, ELL Inquiry Team, Project ExCELL, and QTEL Institute.

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?

ELL parent workshops: Parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children’s schooling. We will provide monthly workshops at the school about the variety of topics that would be of interest to ELL parents. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, parent resources on ARIS, use of New Visions student trackers, and academic interventions ELL parents can provide at home. We will also focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children’s academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops.

Saturday ESL program: We put in place an adult ESL program to take place for three hours every Saturday, and will be taught by a certified adult ESL teacher. These classes will teach Level 1 English and is designed for those parents who have had little or no exposure to English, including new arrivals or adults who have lived in the United States for many years but never formally studied English. Each unit of study branches from self to school, family, home, jobs, and community; thus giving ELL parents the vocabulary, grammar, and the expressions to talk about situations and themselves. In the final hour of the class, parents will combine with the students from Saturday Academy to work with the artist in residence. The artist will teach parents and students about his/her craft as well as help to develop cultural awareness.

Parent Association meetings: All parents are encouraged to attend our monthly Parent Association meetings, however, we have always experienced a low turnout of parents of ELL students. We would like to increase attendance of ELL parents at these meetings by providing translation services as well as formally inviting and reminding individual parents of the meetings. Also, as ELL parents participate in other activities at the school throughout the year, such as monthly ELL workshops, Saturday ESL classes, and ELL grant meetings, we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

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	2	1	3	2	1	1	1010
Intermediate(I)							1	3	9	3	12	2	4	343

														4
Advanced (A)							6	3	8	6	3	2	4	323
Total	00	00	00	00	00	00	77	88	18	12	17	55	99	767
									18	12	17			6

NYSESL AT Modality Analysis	Modality Aggregate	Proficiency Level												
			K	1	2	3	4	5	6	7	8	9	10	11
Listening/Speaking	B							0	1	0	0	1	0	1
	I							0	2	0	0	0	1	1
	A							2	4	10	7	5	3	2
	P							5	1	6	5	10	1	5
Reading/Writing	B							0	2	1	3	2	1	1
	I							1	3	9	3	12	2	5
	A							5	3	8	4	3	2	2
	P							1	0	0	2	0	0	1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6	4	3	0	0	77
7	6	3	0	0	99
8	5	14	0	0	1919
NYSAA Bilingual Spe Ed	0	0	0	0	00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									00
4									00
5									00
6	0		4		3				77
7	2		2		2		2		88
8	7		10		1				1818

NYSAA Bilingual Spe Ed									00
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NYS Scienc e	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									00
8	5		5		1				1111
NYSAA Bilingual Spe Ed									00

New York State Regents Exam	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	20	0	9	0
Integrated Algebra	29	0	13	0
Geometry	1	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	5	0	2	0
Living Environment	31	0	18	0
Physics	10	0	1	0
Global History and Geography	10	0	5	0
US History and Government	29	0	19	0
Foreign Language	21	0	19	0
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								

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

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

1. The less proficient a student is, the more difficulty they have on standardized exams (ie regents) as well as difficulty with their class work.
2. NYSESLAT modalities will determine the academic interventions teachers will implement inside and outside the classroom. Currently, the NYSESLAT reveals that our students struggle with reading and writing the most. Thus, classroom instruction and our current technology-based programs focus on reading and writing.
3.
 - a. As students spend more time in our school, their proficiency level increases. The more time they spend with academic interventions, proficiency increases. We provide students with test in English and native languages. That’s why ELA regents are the most difficulty because they don’t have that option. When students take the exams in English but are able to look at the translated version of the test in their native language, they perform better than when they do so only in the English language.
 - b. Administrators and teacher teams have data meetings to review ELL assessments and use their results to

drive instruction. Results are also reviewed at ELL inquiry team meetings and interventions and strategies are discussed and implemented

c. We have gathered that both explicit and implicit instruction is necessary in order to help ELLs become independent learners. Students activate their prior knowledge in NLA about topics that will help them gain critical thinking skills, which they can transfer to any subject are including ELA.

4. n/a

a. n/a

b. n/a

c. n/a

5. Describe how you evaluate the success of your programs for ELLs.

Every year, we look at our assessments and student grades and compare to previous year. We also look at Performance Series results in English and Math. We can see which teachers are more effective with ELLs and use that information to see how and where to adjust our program, provide additional professional development and/or revamp our instructional materials. We expect our students to improve at least one level in one the NYSESLAT modalities each year as well as increase their regent scores each semester.

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

School Name:			
School DBN:			
Signatures of LAP team members certify that the information provided			

is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 271 School Name: East Bronx Academy for the Future

Cluster: _____ Network:

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.

Twice a year, the parent coordinator gathers the home language breakdown from ATS for our entire school. She then identifies the different languages spoken by our families, but the percentage breakdown for each language. In addition, parents are surveyed every year on their language of preference and what is the most effective ways we can communicate with them.

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.

More than 50% of our families need and or want witten information about their children in Spanish. Of those who attent parent-teacher conferences, they will request a translator to communicate with teachers. The parent coordinator communicates this and other information regarding our parent population via inhouse e-mails and GoogleDocs documents.

Part B: Strategies and Activities

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

The school provides every letter and document both in English and Spanish. The school ensures such services by enlisting in-house staff members well in advance of an event or weeks prior to letters being sent out. The administration team sends a request to the staff from translation services to be paid Per Session as per bargaining agreement 2-3 weeks prior to any parent notices or events.

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 and continues to provide one-on-one translation services at every school meeting and parent-teacher conference as well as every letter and notice both in English and Spanish. Parents who need translation services in a language other than Spanish receive translation services from an outside vendor and/or parent volunteers.

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 parents are informed in advance via writing and phone calls that they are entitled to translation services and that they will be provided a translator and/or bilingual materials to meet their language needs. Aside from gathering and analyzing data on our families language needs, we interview families and survey them to serve them according to their needs and wishes.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information		
Name of School: East Bronx Academy for the Fut		DBN:
Cluster Leader:		Network Leader:
This school is (check one):	conceptually consolidated (skip part E below) NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): Before school After school Saturday academy Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply): K 1 2 3 4 5 6 7 8 9 10 11 12
Total # of teachers in this program: <u>2</u> # of certified ESL/Bilingual teachers: <u>2</u> # of content area teachers:
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> ● rationale ● subgroups and grade levels of students to be served ● schedule and duration

- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: We use our \$11,200 in Title III funds for the 2010 - 2011 school year to provide tutoring to ELL students after school. Students work on Rosetta Stone, Achieve 3000 or other supplementary programs and receive assistance with their course work. The reason that we chose these programs was that many of our ELL students had trouble with the reading section on the NYSESLAT. See the data analysis below:

Modality	Proficiency Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<u>Totals</u>								

Listening/

Speaking	B	0	0	0	0	0	0	0	0
	I	3	0	0	0	0	0	0	3
	A	8	6	2	2	1	3	1	23
	P	7	3	11	6	9	6	1	43

Reading/

Writing	B	2	0	1	2	0	0	0	5
	I	9	2	7	2	3	4	1	28
	A	6	6	5	4	7	5	1	34
	P	1	1	0	0	0	0	0	2

The program serves approximately 70 students with 266 hours of instruction over the course of the school year. Students receive ESL instruction (in English) five days a week for one hour for 15 weeks from late February through June. The students are arrayed in the following grades: Grade 6-8, Grade 9 - 10, Grade 11-12. Two teachers have ESL certificates and do team teaching on a rotational basis with the other three teachers so that an ESL Certified teacher is always in the room during instruction.

Part C: Professional Development

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

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

Begin description here: Please note that we are NOT paying for any professional development via Title III but that the Professional Development below is in fact what is taking place via other funds.

Teacher Talk & Kid Talk: Our ESL and Learning Specialists meet with subject area teachers 90 minutes a week during common planning. At these meetings, teachers pose questions about their teaching

practice and discuss students who are struggling in their classes or need extra support. The ESL teacher and Learning Specialists share specific interventions and ELL strategies teachers can use in their classes to support their work and their students.

o Adult Learning: Our staff meets an hour a week for professional development in grade-level team and subject area teams. The ESL and Learning Specialists will provide professional development during this time at least once a month by presenting strategies and interventions that will support our ELL, including our LTE, population. The weekly Adult Learning time will also be a place for teachers to turnkey “best practices” learned at QTEL and for the Inquiry Teams to present information they learned in their research practice.

o Native Language Arts planning time: Native Language Arts teachers and ESL teacher will meet for 45 minutes a week to set long-term goals, plan and map curriculum, and discuss strategies to increase Spanish literacy and prepare students for the AP Spanish exam.

o ELL Inquiry Team: This team will meet 45 minutes a week to research and analyze student performance data, with a focus on the LTE sub-group, and then discuss this data to design strategies and interventions to support our LTE population. Periodic progress reports and data meetings from our ELL Inquiry Team’s 2009-2010 research will be regularly presented to our faculty to help facilitate future goal setting targets for ELL student progress as well as to identify school-wide goals specifically for our LTE sub-population.

Part D: Parental Engagement Activities

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

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

Begin description here:

Please note that Title III funds will not be used to create parent engagement activities.

We plan to enrich parent involvement at our school by providing opportunities for parents of LTELLs to participate and be engaged in meaningful activities during the school year. Our aim is to empower parents of LTELLs and to provide the tools and services necessary for them to actively participate in their children’s schooling as well as in the decision making process of the wider school community. We will meet this objective in the following ways:

- ELL parent workshops: Parents of ELLs have expressed interest in learning more about a variety of topics that would help them to better understand their children’s schooling. We will provide monthly workshops at the school about the variety of topics that would be of interest to ELL parents. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, parent resources on ARIS, use of New Visions student trackers and Skedula Program, and academic interventions parents of ELLs can provide at home. We will also focus on teaching parents

about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children’s academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops.

- Expansion of our Saturday ESL program: We will expand our current adult ESL program to take place for three hours every Saturday, running parallel to the Saturday Academy for ELL students, and will be taught by a certified adult ESL teacher. These classes will teach Level 1 English and is designed for those parents who have had little or no exposure to English, including new arrivals or adults who have lived in the United States for many years but never formally studied English. Each unit of study branches from self to school, family, home, jobs, and community; thus giving ELL parents the vocabulary, grammar, and the expressions to talk about situations and themselves.

- ELL Grant Meetings: Parents of LTELLs will participate on the ELL/SIFE Grant team and be part of the decision-making process. They will attend monthly grant meetings and take part in discussions about implementing and executing the activities proposed in the grant. Parents will work with the rest of the grant team to analyze data, look at student work, and study the pre- mid- and post- assessments outlined for each grant objective.

- Parent Association meetings: All parents are encouraged to attend our monthly Parent Association meetings; however, we have always experienced a low turnout of parents of ELL students. We would like to increase attendance of ELL parents at these meetings by providing translation services as well as formally inviting and reminding individual parents of the meetings. Also, as ELL parents participate in other activities at the school throughout the year, such as monthly ELL workshops, Saturday ESL classes, and ELL/SIFE grant meetings, we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: <u>\$11200</u>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>11,200</u>	<u>266 hours of per session for ESL and General Ed teachers to support ELL Students: 2 teachers x 14 weeks x 20 hours per week x 41.98 = \$11,754.4</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>0</u>	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 	<u>0</u>	

materials. • Must be clearly listed.		
Educational Software (Object Code 199)	0	<u>Educational Software is Purchased through our ELL/SIFE Grant</u>
Travel		
Other		
TOTAL		