



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



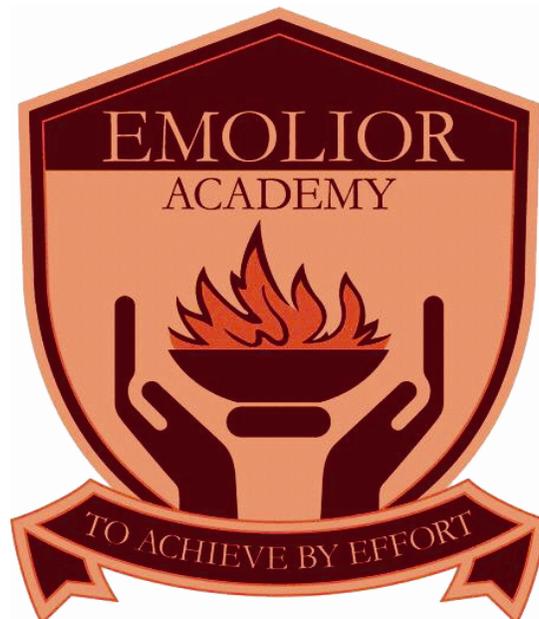
## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: **EMOLIOR ACADEMY**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **12 X 383**

PRINCIPAL: **DERICK T. SPAULDING** EMAIL: **DSPAULDING@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **MYRNA RODRIGUEZ**



**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
Derick Spaulding	*Principal or Designee	
Deborah Ogedengbe	*UFT Chapter Leader or Designee	
Vivian Rodriguez	*PA/PTA President or Designated Co-President	
Anthony Goodwin	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Miosotis Cruz	Member/	
Maria Castro	Member/	
Isis Monteza	Member/	
Isis Sanjusto	Member/	
Denise Scottel	Member/	
	Member/	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### Annual Goal #1

**Improve teacher effectiveness by developing a shared understanding of instructional excellence utilizing a common, evidence-based framework for effective teaching across all grades and content concentrations. By June 2012,** the Principal and Assistant Principal will improve teacher effectiveness by developing a shared understanding of instructional excellence using a research-based teacher effectiveness framework. Teachers will experience a 36% increase in feedback on their instruction as compared to the 2010-2011 school year. Collectively a total of **at least 108** combined formal / informal observations for all teachers will be conducted utilizing targeted components of the Danielson Framework to provide meaningful, goal oriented, and data specific feedback.

### Comprehensive needs assessment

Emolior Academy is a Title 1 school with an NCLB state accountability status of “In Good Standing” for the 2010-2011. We received a rating of “Well developed” on our most recent Quality Review. Emolior Academy received a grade of B (54.3) in 2009-2010 but dropped to a C (36.0). According to our school’s most recent Progress Report, Emolior Academy also received a C (6.7 out of 25 points) in our Performance grade and a C (17.8 out of 60 points) in our progress grade.

Due to this massive drop in performance It is the School leader’s goal to improve the instructional core across classrooms by taking specific actions: utilization of a common lens for instruction and curriculum, set clear expectations, and provide evidence-based, applicable feedback from frequent classroom observations. The end product desired is for teachers to know what effective teaching looks like, have a shared language to discuss what’s working and what needs to be improved, and know which actions to take to improve their practice. School leaders will utilize the Charlotte Danielson’s *Framework for Teaching*, to articulate clear expectations for teacher practice while engaging in short, frequent cycles of classroom observation, collaborative examination of student work, and providing timely, specific, evidence-based feedback to teachers.

### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.
- Principal and Assistant Principal attend summer workshops focused on introduction and implementation of the Danielson Framework
- Introduce Danielson Framework to staff during Emolior Academy Summer PD intensive
- School wide discussion about the targeted focus for the year and the role Danielson Framework will play in the observation process.
- All Staff members complete a self-assessment of their pedagogical practice based on the targeted domains chosen for focus this year.

- By the end of October all teaching staff in accordance with their administrative team lead will engage in a goal setting conference to establish 2 goals aligned to teacher pedagogical need, student need and administrative feedback based on the Danielson Framework
- Principal and Assistant principal will receive training on how to utilize and implement the Teachscape classroom observation system.
- Principal and Assistant Principal will conduct daily formative observations as well as scheduled formal observations utilizing the Danielson Framework language and Teachscape Classroom Observation tool.
- Monitoring and tracking of formal and informal observations will be shared amongst administrative teams for effective teacher feedback and goal progress monitoring.
- An end of the year assessment of the frequency and quality of formal and informal observation feedback will be conducted.

*Target Population(s): All pedagogical staff members*

*Responsible Staff Members: Principal and Assistant Principal*

*Implementation Timeline: September 2011 through May 2012*

**Steps for Including teachers in the decision-making process**

- Teachers will meet in grade-level and content specific teams to review student data gathered from periodic assessments.
- Emolior academy has created a consultation committee to liaison decisions and feedback exchanged between teachers and administration

**Strategies to increase parental involvement**

- The Guidance counselor and Parent Coordinator will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Ensure parent notices and correspondences are communicated in a timely manner
- Utilize a Parent Coordinator and PGA to train parents in the use of ARIS Parent Link
- Adoption of a monthly parent/ guardian bulletin entitled EAP ( Emolior Academy Publication ) to highlight ARIS topics
- Utilization of 3 yearly open houses for all current and prospective students / families
- Utilization of Teacher Ease grading system which allows parents/ guardians to view their child's grades and progress from home
- Implementation of 2 yearly parent / guardian surveys centered around assessing the views, needs and feedback of student families
- Schedule of at least 4 yearly school activities aimed at giving families an opportunity to celebrate student accomplishment
- Administer 4 yearlong progress reports to provide parents / guardians with updates on student progress in each content area
- Establish link with at least 1 CBO that will provide parents / guardians with essential services as well as support Emolior Academy's family outreach initiative ( SOBRO Organization )

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers ELA teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Work with Network and Intermediary to identify highly qualified teachers based on assessment of school wide need.

### **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.
  - Emolior Academy has established a Summer intensive program for all teachers to create, examine and refine curriculum for instructional support and coherence
  - An instructional team consisting of members from each content area participates in the D.O.E. sponsored Literacy Pilot as well as being chosen as a Hub site for this work to specifically target Common Core Standards and their marriage to curriculum.
  - Emolior Academy is part of the Helmsley Grant that aims to target instructional strategies in English Language Arts for increased ELA performance for ELL's and SWD's.
  - All SWDs will participate in the Study Island Program, which focuses on computational and literacy-based intervention support that has been established as part of the overall instructional program.
  - All ELL's will participate in the Rosetta Stone Program which focuses on literacy-based intervention support that has been established as part of the overall instructional program
  - Emolior Academy utilizes the School Messenger Service to target our at risk population aimed at improved attendance results.

### **Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (4 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (4 days per week) for after school programs and differentiated professional development.
- Utilization of a CBO ( SOBRO ) and an intermediary ( New Leaders for New Schools) to support afterschool programs schoolwide

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

By June 2012, students performing at or above grade level will increase by 10% school-wide from 11% to 21% as evidenced by results on the 2012 NYS ELA exam.

### **Comprehensive needs assessment**

Emolior Academy is a Title 1 school with an NCLB state accountability status of "In Good Standing" for the 2010-2011. We received a rating of "Well developed" on our most recent Quality Review. Emolior Academy received a grade of B (54.3) in 2009-2010 but dropped to a C (36.0). According to our school's most recent Progress Report, Emolior Academy also received a C (6.7 out of 25 points) in our Performance grade and a C (17.8 out of 60 points) in our progress grade.

After conducting a two-year trend analysis of student performance data on state assessments in ELA, it was determined that all student groups showed decreases in performance on the English Language Arts State Assessment, moving from an overall school proficiency rating of 22% just two years ago to a resulting 14% proficiency rating on last year's English Language Arts State Assessment. Representing an overall drop of 8% school wide. As a result, we have made progress for our entire school a priority goal for the school year in English Language Arts.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Provide a 3-week summer curriculum design seminar for all ELA teachers.
- Develop / implement a project based ELA curriculum map and accompanying unit project tasks
- Administer a beginning of year baseline assessment to establish individual goals for students based on their level of performance.
- Analyze Acuity predictive and interim assessment results to establish groupings and provide effective differentiated instruction.
- Define learning objectives and assessment criteria for every unit
- Conduct individual goal setting meetings with students based on baseline results with goals to be revisited in 8 week cycles
- Use of Study Island intervention program to administer, monitor and target specific math skills
- Implement an online homework program through Study Island intervention program
- Analyze unit assessments and portfolio projects to monitor progress.

- Develop AIS groups for the lowest level and highest level performing students.
- Administer in the moment assessment in the form of daily quizzes that are analyzed and used to monitor progress and revise instructional plans.
- Develop a before-school and Saturday school ELA study group for students leading up to the state test
- Utilize weekly common planning periods among teachers, team leaders and administration to develop a clear vision of assessment goals and implementation activities
- Implement a quarterly review of all school formative and summative data to inform planning of instruction and assessments for increased achievement and proficiency
- Utilize portfolios to categorize goals, benchmarks, outcomes and progress; Bi-monthly review of these portfolios by ELA team and Emolior Academy Improvement council to inform planning of assessments and next step. Utilize feedback from formative and summative assessments logs to map instruction and develop a clear plan of action for students not meeting instructional goals

*Target Population(s): All Emolior Academy students*

*Responsible Staff Members: Principal and Assistant Principal / All pedagogical staff*

*Implementation Timeline: September 2011 through May 2012*

**Steps for Including teachers in the decision-making process**

- Teachers will meet in grade-level and content specific teams to review student data gathered from periodic assessments.
- Emolior academy has created a consultation committee to liaison decisions and feedback exchanged between teachers and administration

**Strategies to increase parental involvement**

- The Guidance counselor and Parent Coordinator will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Ensure parent notices and correspondences are communicated in a timely manner
- Utilize a Parent Coordinator and PGA to train parents in the use of ARIS Parent Link
- Adoption of a monthly parent/ guardian bulletin entitled EAP (Emolior Academy Publication) to highlight ARIS topics
- Utilization of 3 yearly open houses for all current and prospective students / families
- Utilization of Teacher Ease grading system which allows parents/ guardians to view their child's grades and progress from home
- Implementation of 2 yearly parent / guardian surveys centered around assessing the views, needs and feedback of student families
- Schedule of at least 4 yearly school activities aimed at giving families an opportunity to celebrate student accomplishment

- Administer 4 yearlong progress reports to provide parents / guardians with updates on student progress in each content area
- Establish link with at least 1 CBO that will provide parents / guardians with essential services as well as support Emolior Academy's family outreach initiative ( SOBRO Organization )

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers ELA teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Work with Network and Intermediary to identify highly qualified teachers based on assessment of school wide need.

#### **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.
  - Emolior Academy has established a Summer intensive program for all teachers to create, examine and refine curriculum for instructional support and coherence
  - An instructional team consisting of members from each content area participates in the D.O.E. sponsored Literacy Pilot as well as being chosen as a Hub site for this work to specifically target Common Core Standards and their marriage to curriculum.
  - Emolior Academy is part of the Helmsley Grant that aims to target instructional strategies in English Language Arts for increased ELA performance for ELL's and SWD's.
  - All SWDs will participate in the Study Island Program, which focuses on computational and literacy-based intervention support that has been established as part of the overall instructional program.
  - All ELL's will participate in the Rosetta Stone Program which focuses on literacy-based intervention support that has been established as part of the overall instructional program
  - Emolior Academy utilizes the School Messenger Service to target our at risk population aimed at improved attendance results.

#### **Budget and resources alignment**

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:*

- Supervisor per session (4 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (4 days per week) for after school programs and differentiated professional development.
- Utilization of a CBO ( SOBRO ) and an intermediary ( New Leaders for New Schools) to support afterschool programs schoolwide

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

By June 2012, the number of students with IEPs performing at or above grade level in English Language Arts will increase by 10% school-wide as evidenced by results on the 2012 NYS ELA Examination.

#### **Comprehensive needs assessment**

Emolior Academy is a Title 1 school with an NCLB state accountability status of "In Good Standing" for the 2010-2011. We received a rating of "Well developed" on our most recent Quality Review. Emolior Academy received a grade of B (54.3) in 2009-2010 but dropped to a C (36.0). According to our school's most recent Progress Report, Emolior Academy also received a C (6.7 out of 25 points) in our Performance grade and a C (17.8 out of 60 points) in our progress grade.

After conducting a two-year trend analysis of student performance data on the State Assessments in ELA, it was determined that students with IEP's showed decreases in performance on the English Language Arts State Assessment, moving from an overall school proficiency rating of 6% just two years ago to a resulting 0% proficiency rating on last year's English Language Arts State Assessment; representing an overall drop of 6% school wide. Additionally, students with IEP's underperformed all other student groups for the past two years. As a result, we have made progress for students with IEP's school wide a priority goal for the school year in English Language Arts.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  
- Provide a 3-week summer curriculum design seminar for all ELA teachers.
- Develop / implement a project based ELA curriculum map and accompanying unit project tasks
- Administer a beginning of year baseline assessment to establish individual goals for students based on their level of performance.
- Analyze Acuity predictive and interim assessment results to establish groupings and provide effective differentiated instruction.
- Define learning objectives and assessment criteria for every unit
- Conduct individual goal setting meetings with students based on baseline results with goals to be revisited in 8 week cycles
- Use of Study Island intervention program to administer, monitor and target specific math skills
- Implement an online homework program through Study Island intervention program
- Analyze unit assessments and portfolio projects to monitor progress.

- Develop AIS groups for the lowest level and highest level performing students.
- Administer in the moment assessment in the form of daily quizzes that are analyzed and used to monitor progress and revise instructional plans.
- Develop a before-school and Saturday school ELA study group for students leading up to the state test
- Utilize weekly common planning periods among teachers, team leaders and administration to develop a clear vision of assessment goals and implementation activities
- Implement a quarterly review of all school formative and summative data to inform planning of instruction and assessments for increased achievement and proficiency
- Utilize portfolios to categorize goals, benchmarks, outcomes and progress; Bi-monthly review of these portfolios by ELA team and Emolior Academy Improvement council to inform planning of assessments and next step. Utilize feedback from formative and summative assessments logs to map instruction and develop a clear plan of action for students not meeting instructional goals

Target Population(s): All Emolior Academy Scholars with IEP's

Responsible Staff Members: Principal and Assistant Principal and pedagogical staff

Implementation Timeline: September 2011 through May 2012

**Steps for Including teachers in the decision-making process**

- Teachers will meet in grade-level and content specific teams to review student data gathered from periodic assessments.
- Emolior academy has created a consultation committee to liaison decisions and feedback exchanged between teachers and administration

**Strategies to increase parental involvement**

- The Guidance counselor and Parent Coordinator will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Ensure parent notices and correspondences are communicated in a timely manner
- Utilize a Parent Coordinator and PGA to train parents in the use of ARIS Parent Link
- Adoption of a monthly parent/ guardian bulletin entitled EAP ( Emolior Academy Publication ) to highlight ARIS topics
- Utilization of 3 yearly open houses for all current and prospective students / families
- Utilization of Teacher Ease grading system which allows parents/ guardians to view their child's grades and progress from home
- Implementation of 2 yearly parent / guardian surveys centered around assessing the views, needs and feedback of student families
- Schedule of at least 4 yearly school activities aimed at giving families an opportunity to celebrate student accomplishment

- Administer 4 yearlong progress reports to provide parents / guardians with updates on student progress in each content area
- Establish link with at least 1 CBO that will provide parents / guardians with essential services as well as support Emolior Academy's family outreach initiative ( SOBRO Organization )

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers ELA teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Work with Network and Intermediary to identify highly qualified teachers based on assessment of school wide need.

### **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.
  - Emolior Academy has established a Summer intensive program for all teachers to create, examine and refine curriculum for instructional support and coherence
  - An instructional team consisting of members from each content area participates in the D.O.E. sponsored Literacy Pilot as well as being chosen as a Hub site for this work to specifically target Common Core Standards and their marriage to curriculum.
  - Emolior Academy is part of the Helmsley Grant that aims to target instructional strategies in English Language Arts for increased ELA performance for ELL's and SWD's.
  - All SWDs will participate in the Study Island Program, which focuses on computational and literacy-based intervention support that has been established as part of the overall instructional program.
  - All ELL's will participate in the Rosetta Stone Program which focuses on literacy-based intervention support that has been established as part of the overall instructional program
  - Emolior Academy utilizes the School Messenger Service to target our at risk population aimed at improved attendance results.

### **Budget and resources alignment**

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:*

- Supervisor per session (4 days per week)
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- Utilization of a CBO ( SOBRO ) and an intermediary ( New Leaders for New Schools) to support afterschool programs schoolwide

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

By June 2012, scholar satisfaction will increase by an overall expected gain of .3% rating points as measured on the schools Learning Environment Survey in the targeted school area of “Academic Expectations.”

### **Comprehensive needs assessment**

Emolior Academy is a Title 1 school with an NCLB state accountability status of “In Good Standing” for the 2010-2011. We received a rating of “Well developed” on our most recent Quality Review. Emolior Academy received a grade of B (54.3) in 2009-2010 but dropped to a C (36.0). According to our school’s most recent Progress Report, Emolior Academy also received a C (6.7 out of 25 points) in our Performance grade and a C (17.8 out of 60 points) in our progress grade.

This goal was developed to address an area of needed improvement as detailed on this past year Quality Review. Academic Expectations historically has been a lower performing area at Emolior Academy in comparison to other key survey components. Additionally, academic expectation was the only concentration that experienced a decrease and determined to be a school wide weakness by all Emolior Academy investors. (teachers, parents and students) We believe there is a direct correlation of decreased academic expectation to the decreased proficiency results in English Language Arts last year. So as a result, we have made progress of our Academic Expectation a priority goal for the 2011-2012 school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  
- Family outreach efforts to include attendance alerting and methods to improve student attendance
- Goal setting / conferencing in each advisory to incorporate goals directly related to student academic expectation
- Development of an incentives program for students meeting personal goals related to improved academic expectations program
- Incorporate awards at all quarterly assemblies for students demonstrating monthly progress toward academic expectations improvement
- Utilize our parent coordinator to monitor progress of academic expectation through parent and student surveys
- Establish a functional parent association.
- Establish weekly meetings and encourage staff participation / discussion about academic expectation
- Send weekly updates to the entire school community.

- Increase the number of members at the School Leadership team meetings.
- Monthly review of current ARIS data ( in relation to past years data)
- A monthly review of logged calls to parents / guardians of students
- A clearly articulated incentives program developed by the last week of November
- Minutes from monthly meetings with Intermediary and support organization to support academic expectation improvement goal
- Establishment of at least one CBO connection to aide and support academic expectation goals
- Quarterly review of student goals related to improvement
- Increase participation at SLT meetings and retain attendance sheets.
- Increase student morale and academic achievement as evidenced by report cards.

Target Population(s): All Emolior Academy Scholars

Responsible Staff Members: Principal and Assistant Principal and pedagogical staff

Implementation Timeline: September 2011 through May 2012

**Steps for Including teachers in the decision-making process**

- Teachers will meet in grade-level and content specific teams to review student data gathered from periodic assessments.
- Emolior academy has created a consultation committee to liaison decisions and feedback exchanged between teachers and administration

**Strategies to increase parental involvement**

- The Guidance counselor and Parent Coordinator will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
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- Ensure parent notices and correspondences are communicated in a timely manner
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- Adoption of a monthly parent/ guardian bulletin entitled EAP ( Emolior Academy Publication ) to highlight ARIS topics
- Utilization of 3 yearly open houses for all current and prospective students / families
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- Implementation of 2 yearly parent / guardian surveys centered around assessing the views, needs and feedback of student families
- Schedule of at least 4 yearly school activities aimed at giving families an opportunity to celebrate student accomplishment

- Administer 4 yearlong progress reports to provide parents / guardians with updates on student progress in each content area
- Establish link with at least 1 CBO that will provide parents / guardians with essential services as well as support Emolior Academy's family outreach initiative ( SOBRO Organization )

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers ELA teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Work with Network and Intermediary to identify highly qualified teachers based on assessment of school wide need.

### **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.
  - Emolior Academy has established a Summer intensive program for all teachers to create, examine and refine curriculum for instructional support and coherence
  - An instructional team consisting of members from each content area participates in the D.O.E. sponsored Literacy Pilot as well as being chosen as a Hub site for this work to specifically target Common Core Standards and their marriage to curriculum.
  - Emolior Academy is part of the Helmsley Grant that aims to target instructional strategies in English Language Arts for increased ELA performance for ELL's and SWD's.
  - All SWDs will participate in the Study Island Program, which focuses on computational and literacy-based intervention support that has been established as part of the overall instructional program.
  - All ELL's will participate in the Rosetta Stone Program which focuses on literacy-based intervention support that has been established as part of the overall instructional program
  - Emolior Academy utilizes the School Messenger Service to target our at risk population aimed at improved attendance results.

### **Budget and resources alignment**

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:*

- Supervisor per session (4 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (4 days per week) for after school programs and differentiated professional development.
- Utilization of a CBO ( SOBRO ) and an intermediary ( New Leaders for New Schools) to support afterschool programs schoolwide

## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5**

By June 2012, instructional rigor will increase across all grades through the implementation of objectives, tasks and rubrics aligned to Common Core Learning Standards for every major unit of study in every major content concentration.

### **Comprehensive needs assessment**

Emolior Academy is a Title 1 school with an NCLB state accountability status of "In Good Standing" for the 2010-2011. We received a rating of "Well developed" on our most recent Quality Review. Emolior Academy received a grade of B (54.3) in 2009-2010 but dropped to a C (36.0). According to our school's most recent Progress Report, Emolior Academy also received a C (6.7 out of 25 points) in our Performance grade and a C (17.8 out of 60 points) in our progress grade.

Emolior Academy has been in the process of curriculum development implementation for the past 3 years. Our work has centered on engaging all students in rigorous tasks, embedded in well-crafted instructional units with appropriate supports. Our work continues to be in the creation of these units of study / tasks that are embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners. We realize we must continue the process of creating performance tasks as a vehicle for examining student work, developing a shared understanding of success as defined by the new standards, and determining how to adjust teacher practice to support student development along the continuum of college and career readiness. Our goal is that, through the work of creating and implementing a task in each content area and grade level, teachers will begin to adjust their curriculum and instruction to help all students move toward the higher expectations of the Common Core.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  
- Provide PD opportunities for teachers to engage on the implementation of the core standards.
- Participation on our All In common planning sessions focused on curriculum planning and Core Standards and unit task implementation
- Utilize a schedule that incorporates weekly common planning time across content areas.
- Establish teachers' inter-visitations focused on implementation of Core Standards and unit tasks.
- Per session resources are allocated for participating teachers to collaborate 3 hours per month afterschool to plan subject area / grade specific curriculum aligned with the Core Standard

- Utilize Emolior Academy Intermediary resources to acquire curriculum design professional services from IDE
- Teachers meet for a 1 week summer intensive professional development series focused on curriculum development / writing led by administration and IDE curriculum team.
- Chunking the curriculum into three-to-five week units with identified essential questions for unit of instruction.
- Development of a problem-based task as the core of each instructional unit aligned to Core Standards
- Development of a four-column, analytic rubric to drive instruction and serve as a curricular guide for each unit-ending problem based task.
- Creating a plan for differentiation of instruction by analyzing structures and strategies required to build student responsibility for learning and student engagement.
- Development of a one-to-two period transfer task (or series of transfer tasks, depending on the unit) as the summative assessment for each unit.
- Development formative assessments for each unit that will allow teachers to gauge student learning throughout and make instructional adjustments as needed.
- Utilization of Department of Education scheduled professional development days to revise created curriculum led by administration and IDE curriculum team.
- All teacher schedules incorporate a weekly common planning period to create curriculum cross grade, grade and content team specific.

*Target Population(s): All Emolior Academy teachers*

*Responsible Staff Members: Principal and Assistant Principal and pedagogical staff*

*Implementation Timeline: September 2011 through May 2012*

**Steps for Including teachers in the decision-making process**

- Teachers will meet in grade-level and content specific teams to review student data gathered from periodic assessments.
- Emolior academy has created a consultation committee to liaison decisions and feedback exchanged between teachers and administration

**Strategies to increase parental involvement**

- The Guidance counselor and Parent Coordinator will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.

- Ensure parent notices and correspondences are communicated in a timely manner
- Utilize a Parent Coordinator and PGA to train parents in the use of ARIS Parent Link
- Adoption of a monthly parent/ guardian bulletin entitled EAP ( Emolior Academy Publication ) to highlight ARIS topics
- Utilization of 3 yearly open houses for all current and prospective students / families
- Utilization of Teacher Ease grading system which allows parents/ guardians to view their child's grades and progress from home
- Implementation of 2 yearly parent / guardian surveys centered around assessing the views, needs and feedback of student families
- Schedule of at least 4 yearly school activities aimed at giving families an opportunity to celebrate student accomplishment
- Administer 4 yearlong progress reports to provide parents / guardians with updates on student progress in each content area
- Establish link with at least 1 CBO that will provide parents / guardians with essential services as well as support Emolior Academy's family outreach initiative ( SOBRO Organization )

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers ELA teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Work with Network and Intermediary to identify highly qualified teachers based on assessment of school wide need.

#### **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.
  - Emolior Academy has established a Summer intensive program for all teachers to create, examine and refine curriculum for instructional support and coherence
  - An instructional team consisting of members from each content area participates in the D.O.E. sponsored Literacy Pilot as well as being chosen as a Hub site for this work to specifically target Common Core Standards and their marriage to curriculum.
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  - Emolior Academy utilizes the School Messenger Service to target our at risk population aimed at improved attendance results.

### **Budget and resources alignment**

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- Utilization of a CBO ( SOBRO ) and an intermediary ( New Leaders for New Schools) to support afterschool programs schoolwide

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	12	13	As needed	As needed	As needed	As needed	0	0
<b>7</b>	9	8	As needed	As needed	As needed	As needed	0	0
<b>8</b>	14	12	As needed	As needed	As needed	As needed	0	0
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	<p>Students receive AIS services through an Emolior Academy skills class and push-in intervention service targeting literacy, reading and writing skills development / reinforcement through our own developed program. This program includes skill practice worksheets sheets, enrichment exercises; Literacy based games, test preparation, re-teach and goal setting. This class meets 2 periods a week during the day and is leveled according to their performance on previous 2 years State Assessment, teacher anecdotal notes, beginning year baseline assessments and overall student performance.</p> <p>Students also receive the same AIS based service (described above) for an hour-long session, twice a week as part the Emolior Academy afterschool programming. (Beginning in January as part of our school test preparation)</p> <p>Students also receive the same AIS based service (described above) for a 2-hour long session, once a week on Saturdays as part the Emolior Academy 7 week ELA State Assessment preparation programming.</p>
<b>Mathematics</b>	<p>Students receive AIS services through push-in intervention service targeting numeracy skills development / reinforcement through our own developed program. This program includes skill practice worksheets sheets, enrichment problems, mathematics based games, test preparation, re-teach and goal setting.</p> <p>Students also receive the same AIS based service (described above) for an hour-long session, twice a week as part the Emolior Academy afterschool programming. (Beginning in January as part of our school test preparation)</p> <p>Students also receive the same AIS based service (described above) for a 2-hour long session, once a week on Saturdays as part the Emolior Academy 7 week Math Sate Assessment preparation programming.</p>

<b>Science</b>	Grade 7 and 8 after school study program focuses on Science content necessary in preparation for the 8 <sup>th</sup> grade State Science Assessment and portfolio projects.
<b>Social Studies</b>	Grade 7 after school study program focuses on Social Studies content necessary in preparation for an Emolior Academy developed 8 <sup>th</sup> grade Social Studies Assessment and portfolio projects
<b>At-risk Services provided by the Guidance Counselor</b>	In school and after school counseling is available in a group and individual setting. Target scholars who are undergoing similar behavioral and academic challenges. Outside counseling referrals are provided for those found to be in need of additional services.
<b>At-risk Services provided by the School Psychologist</b>	Services provided include: conflict resolution, crisis intervention, family support services, and referrals to community-based organizations along with classroom management support to teachers.
<b>At-risk Services provided by the Social Worker</b>	<b>N/A</b>
<b>At-risk Health-related Services</b>	<b>N/A</b>

## **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.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### **SCHOOL-PARENT COMPACT**

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.

#### **Emolior Academy Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Additionally:**

**Emolior Academy will:**

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;

- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- Hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- Provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics;

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

### **Emolior Academy Parent Responsibilities**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**Additionally:**

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

- supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

**Emolior Academy Scholar Responsibilities**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Additionally:

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

## **Emolior Academy Expectation Pledge**

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

**Because I want to be successful I will...**

- Be on time and prepared for school every day.
- Develop attitudes and behaviors that lead to making good choices.
- Listen and actively participate in class on a consistent basis.
- Complete assignments and homework on a daily basis.
- Utilize my ability to think freely and communicate effectively.
- Work continuously to develop my sense of self- discipline and personal worth.
- Foster an understanding of, and a respect for, differences in people and ideas.
- Be fully responsible for my own actions and for the consequences of my actions.
- Respect the rights and beliefs of others.
- Show respect for teachers, adults, my peers, and their property.
- Maintain cleanliness in the classroom, halls, and inside and outside the building.
- Exhibit pride in my school by wearing my uniform every day.
- Maintain order by not bringing hats, music devices, or other electronic equipment.
- Work daily to exhibit our school's vision, mission and "3 Rocks."
- Work with my advisor to set goals and develop action plans to achieve them

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose ruiz/Rudy Rupnarain</b>	District <b>12</b>	Borough <b>Bronx</b>	School Number <b>383</b>
School Name <b>Emolior Academy</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Derick Spaulding</b>	Assistant Principal <b>Denise Scottel</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Isis Monteza</b>	Guidance Counselor <b>Miosotis Cruz</b>
Teacher/Subject Area <b>Gloria Ford/ Special Ed.</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Sheila Owens</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>247</b>	Total Number of ELLs	<b>44</b>	ELLs as share of total student population (%)	<b>17.81%</b>
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## Part II: ELL Identification Process

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

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

Upon entering Emolior Academy, all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by the licensed ESL coordinator. Parents or guardians complete the HLIS with the assistance of the ESL Coordinator who is fluent in English and Spanish. Upon completion of the Home Language Identification Survey, (HLIS) in the parent's preferred language and based on the responses and an informal interview (conducted with assistance from a translator if necessary for languages other than Spanish), the ESL coordinator determines whether the student is eligible to be tested with the LAB- R and the Spanish LAB. If the student is eligible he/she is tested within 10 days of arrival. The LAB-R and Spanish LAB is conducted by the ESL Coordinator. Students who perform below proficiency on the LAB-R are entitled to English language services. If the student is a native Spanish speaker, the Spanish LAB will be administered as well. The final assessment to be administered is the New York State as a Second Language Achievement Test (NYSESLAT). This assessment is given in the spring and will determine whether or not the student will continue to receive ELL services. The Test Coordinator and ESL teacher work together to develop a NYSESLAT schedule and administration plan in which specific dates are assigned at the school during the provided DOE time frame window in April/May to ensure the four components of NYSESLAT (speaking/listening and reading/writing) are administered. ELLs receive the appropriate accommodations on all state tests and classroom assessments. Annually, a LAB-R/ NYSESLAT Exam History Report or RLAT is retrieved from the ATS to determine NYSESLAT eligibility. The ESL teacher analyzes NYSESLAT data in the fall to determine placement and programming, and communicates LEP status to students and their families. An entitlement letter is sent home by the ESL Coordinator during the first two weeks of school in September explaining the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). This letter is distributed to each parent/guardian in both English and their home language. This letter must be returned by the first of October. If the letter is not returned by the specific time allocated, a follow-up letter is sent home and a call is made to the parent/guardian. A translator will be used if needed to ensure the importance of the information is conveyed and that the letter is returned. The original copy of this letter is placed in the students' files. A copy of this letter is placed in the ELL Compliance Binder.

During a parent orientation meeting in September and subsequent parent / teacher conferences, the ESL Coordinator and Parent Coordinator meet with parents of ELLs to distribute and collect Parent Survey and Program Selection forms, and to build relationships with the families of our ELLs. The ESL Coordinator schedules parent orientation sessions at times convenient for the parent(s) to maximize attendance. The ESL Coordinator conducts the parent orientation meeting and presents all three programs available in NYC public schools regardless of the program(s) currently available at the school. Additionally, parents / guardians view the video in their preferred language: The Parent Connection—an Orientation for Parents of Newly Enrolled English Language Learners. Parent/Guardians are provided with the Guide for Parents of English Language Learners, an informative brochure which details pertinent information regarding ELL's. The brochures are given out in the different languages that are available. Parents/Guardians are provided an opportunity to ask questions and gain clarification about meeting the needs of their child. The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL, and ESL). The ESL Coordinator informs parents of the regulation that schools must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in grades K to 8. At this time Emolior Academy offers a free standing ESL program. Parents have the option to place their child in this

program within 10 days based on their understanding of this program and the needs of their child.

The ESL Coordinator collects and reviews each Parent Survey and Program Selection Form for accuracy and signature. The Parent Survey and Program Selection Form are filed in the ELL Compliance binder by the ESL Coordinator. The ESL Coordinator keeps track of ELL Parent Choice by utilizing the ELPC screen from ATS. In the event, that a TBE/DL program becomes available at the school, parents who previously chose a TBE/DL will be notified in writing in English and Spanish. Phone calls to outreach parents will be made by the ESL coordinator and the Bilingual Guidance Counselor. A Parent orientation meeting will be conducted by the ESL coordinator and the School Principal to introduce the TBE/DL program's structure, goals, and expectation at the school and to clarify concerns from parents.

In addition, the ESL Coordinator after reviewing the ATS RLAT report for NYSESLAT eligibility, sends home letters of Continued Entitlement for those students who are still receiving ESL services for the current school year, and non-entitlement letters for students who tested out the NYSESLAT the last spring. Letters are collected with parents' signatures and filed in the ELL Compliance Binder by the ESL Coordinator. Letters are sent in English and Spanish or any other native language that the ELL family speaks as per HLIS.

In the 2010-2011 school year, we received three newcomers from Honduras and The Dominican Republic for 7th and 8th grade. After reviewing the Parent Survey and Program Selection form, two of parents chose the Transitional Bilingual program and one of them chose the ESL program. Currently, in the 2011-2012 school year we received five newcomers from The Dominican Republic, Yemen, Ghana, and Bangladesh for 6th, 7th and 8th grade. Two of them chose the Dual Language program, and the other three chose the ESL program.

From the data below obtained from the BESIS history of a child who came from a transfer school already identified as an ELL: 19 students were placed in the ESL program when first admitted in the system. 23 students were placed in the Bilingual program when first admitted. 10 of them have IEPs. 5 out of 10 are in Sped. Ed. self-contained classes, the other 5 receive SETTS. Out of 13 students from General Education who were placed in a bilingual program when first admitted, 5 are in 6th grade, 3 are in 7th grade, and 5 are in 8th grade. At this time Emolior Academy offers a free standing ESL program.

	Trans. Bilingual	Total	Dual Lang.	Total	ESL	Total
Years of Service	0-3/ 4-6 / 7-9	-	0-3/ 4-6/ 7-9	-	0-3 / 4-6 /7-9	-
Sp. Ed/ SETTS	01/ 03 / 06	10	0 / 0 / 0	0	01/ 02 / 01	04
General Ed.	10/ 02 / 01	13	02/ 0 / 0	02	06/ 07 / 02	15
Total		23		02		19

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	15

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	16	0	1	13	0	2	15	0	10		44
<b>Total</b>	<b>16</b>	<b>0</b>	<b>1</b>	<b>13</b>	<b>0</b>	<b>2</b>	<b>15</b>	<b>0</b>	<b>10</b>		<b>44</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

**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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other <u>TW</u>														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

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

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							10	8	20					38
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic							2							2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2	1					3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>11</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>44</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

There are currently 44 LEP students enrolled at Emolior Academy. Students are at the Advanced, Intermediate or Beginners level of English proficiency according to the NYSESLAT and/or LAB-R. The Instructional Program for ELLs is a push-in/pull-out ESL model administered by a full-time, certified ESL teacher. They are grouped by grade, in a Heterogeneous Block model, meaning the mixed proficiency levels class travels together as a group. ELLs receive the mandated number of minutes per week (360 for Beginner and

## A. Programming and Scheduling Information

Intermediate, 180 for Advanced). The ESL teacher provides Spanish NLA to support instruction when is needed. During a study period, Beginner ELLs are pulled-out in small groups to receive direct instruction around fluency, grammar, vocabulary, writing skills, and/or reading comprehension. Writing is the primary focus for most English Language Learners at Emolior Academy, as this is the area that scholars generally score the lowest on the NYSESLAT. Advanced and Intermediate ELLs work within the push-in model to focus on current topics delivered during regular class, providing opportunities for the ELLs to interact with English proficient students. The ESL teacher, in collaboration with the English Language Arts teacher, sets writing goals for each scholar and provides periodic feedback and writing instruction to push each scholar towards grade level proficiency in this area. The ESL instructor frequently meets with all teachers during our all school common planning periods as well as after school to map a plan of action on how to implement best practice strategies for the ELL students in their classrooms.

We currently have one ESL teacher who directly supports ELA and Literacy for 44 LEP students. However, content area support is given by the ESL teacher in congruence of what the content area teacher is working on during an specific unit. The ESL teacher who is fluent in English and Spanish gives native language support to Spanish- speaking LEP students when working on problem-based content area projects assigned by the content area teacher. The ESL teacher articulates with the Science, Social Studies, and Math Department teachers from 6-8 grade during common planning periods to ensure activities are adjusted to our LEPs, to share strategies and best practices, and to choose content-related materials and resources that could better serve our ELLs' needs. The Spanish teacher also provides translation services as a native language support to monolingual teachers in order to adjust content area materials, lessons, or projects to beginning ELLs.

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

We do not have SIFE students at the moment. For ELLs in US schools less than three years, an experienced ESL teacher working with this kind of population provides everyday small group instruction where instructional strategies are delivered for accelerated literacy development and for the integration of language and content. There is an ESL Resource Center with leveled materials and guided reading book sets to support vocabulary development, phonics, decoding skills, and reading strategies. In addition, our Spanish teacher provides language development support for newcomers with less than a year in US schools.

We have thirteen ELLs receiving service 4-6 years. For this group of ELLs to succeed, they must master not only English vocabulary and grammar, but also the way English is used in core content classes. The ESL teacher uses the Sheltered Instruction Approach in which an ELL has to work with knowledge of English, knowledge of the content topic, and knowledge of how the tasks are to be accomplished to develop academy literacy.

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

There are also thirteen ELL- SWDs at Emolior Academy. These students receive appropriate services according to their IEPs. ELL-SWDs receives Special Education Teacher Support Services (SETTS) at Emolior Academy specially designed to provide supplemental instruction to support the participation of the student with a disability in the general education classroom. In addition, we provide Speech Services (Speech/language therapy) designed to address deficits in an ELL student's auditory, processing, articulation, phonological skills, comprehension and use of semantics, syntax, pragmatics, voice production and fluency. The ESL teacher collaborates with a Special Educator who communicates IEP goals and progress and provides suggestions for differentiation. The ESL teacher coordinates scaffolding strategies and differentiation plans with the special education teacher to ensure that the information is comprehensible for all students. The school leadership team ensures that ELL-SWDs whose IEP mandates ESL instruction receive appropriate services by articulating and monitoring with the SETTTS teacher, the Speech provider and the ESL teacher regarding services through the the Special

## A. Programming and Scheduling Information

Education Student Information System (SEGIS).

### 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
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.

### Courses Taught in Languages Other than English

## 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?

ELA:

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

The scores listed in Assessment Analysis have indicated a need to focus on bolstering literacy skills for ELL's. We will continue to be steered by literacy, grade-level curriculum map which drives literacy instruction and Professional Development within our school. Learning strategies are provided through the four language modalities, which are particularly beneficial to English Language Learners to achieve optimum language academic proficiency. Through a range of ESL strategies and activities, ELL's are encouraged to speak through task-oriented situations in order to interact and communicate with peers and adults. They are provided with opportunities to articulate in

## 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?

### ELA:

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

The scores listed in Assessment Analysis have indicated a need to focus on bolstering literacy skills for ELL’s. We will continue to be steered by literacy, grade-level curriculum map which drives literacy instruction and Professional Development within our school. Learning strategies are provided through the four language modalities, which are particularly beneficial to English Language Learners to achieve optimum language academic proficiency. Through a range of ESL strategies and activities, ELL’s are encouraged to speak through task-oriented situations in order to interact and communicate with peers and adults. They are provided with opportunities to articulate in activities such as retelling, reporting, responding to a book or news accounts, offering an opinion, and describing (a character, or event). Strategies for developing and improving listening skills include collaborative situations utilizing question and responding techniques, note-taking, following spoken instructions, and extracting important information from a conversation. Teacher modeling includes the stress and intonation patterns of English.

Improving English proficiency in literacy includes guided, shared and independent reading opportunities. Other supports for building reading fluency and comprehension include developing sight word awareness, learning letter-sound relationships and developing strategies for word attacks. Different types of writing genres are introduced, such as letter writing, poetry, narrative and informational reports through modeling and shared writing activities and mini lessons, using graphic organizers and developing word-walls to offer spelling and vocabulary support. Teachers provide students one-on-one conferencing, an optimum opportunity for providing individual meeting time to support overall structure, content, and other language demands such as grammar and vocabulary.

### Mathematics:

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

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

## 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?

### ELA:

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

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

**Beginning**

**Intermediate**

**Advanced**

**C. Schools with Dual Language Programs**

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

Emolior Academy does not offer Dual Language Programs

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

**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.

Training is offered through the Office of English Language Learners which offers technical support in the identification of ELL and other State mandates. Intensive training and on-going meetings for the ESL Coordinator and Compliance Liasons are held periodically. Additionally, teachers will have the opportunity to attend ESL / ELL professional institutes and workshops such as the Quality Teaching for English Language Learners (QTEL), sponsored through Network support. This program will aid teachers with scaffolding strategies that facilitate the linguistic transition of ELL students. In addition, training and on-going technical assistance for school-based administrators and supervisors are strongly encouraged through opportunities developed by the Office of English Language Learner such as ELLs in the RTI Institute that provides instruction in core programs, assessment, interventions, building the school infrastructure, etc. ELA teachers receiving professional development on our Literacy Pilot have been looking at how our work directly relates to and affects ELL students and that information is turnkey to all staff throughout the year.

The ESL Coordinator attends several event sponsored by the DOE such as the "English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement" workshop, "Brain Research: keeping ELLs in Mind" K-12 Literacy Conference, From Theory to Practice: English Language Learners and the Common Core Standards, Professional Development on Language Allocation Policy, Title III workshops, etc. to keep abreast with the latest trends in ELL education and offer the best service to our ELL population at Emolior Academy. Then, the ESL Coordinator will provide in house professional development to all staff (subject area teachers, secretaries, parent coordinator, etc).

Chancellor's P.D dates and our Thursday Common planning are going to be utilized for this purpose. In addition, we are going to follow our network 608 professional development schedule related to ELLs.

Our Bilingual Guidance Counselor and ESL Coordinator work together to provide orientation to ELL scholars and families for High School Admission by attending supervised High School Fairs, translating for parents, and facilitating the requirement process for our ELLs as they transition from middle school to high school. The Bilingual Guidance Counselor speaks to parents as a group and individually in reference to what would be some suitable long term choices for them and some ideas on how to assist their children as they become English proficient.

Currently, our Bilingual Guidance Counselor is attending The College of New Rochelle and taking courses such as Native Language Arts, Theory of Education for Diverse Learners and Practicum TESOL: PreK-12. Also, our School Secretary has being given various professional development that incorporates ELL and F-ELL specific learning issues from the network to help support our school-wide focus on ELLs and F-ELLs.

Professional development and training will be facilitated in house by the ESL Coordinator for all staff with a minimum 7.5 hours training which will be focusing on language acquisition strategies to develop language, ESL methodologies, and differentiated instruction for ELL students. Every session has an agenda, an attendance sheet and an evaluation form. Hand-outs will be provided and power point presentations are encouraged. The ESL Coordinator will keep all the forms in the ELL Professional Development binder.

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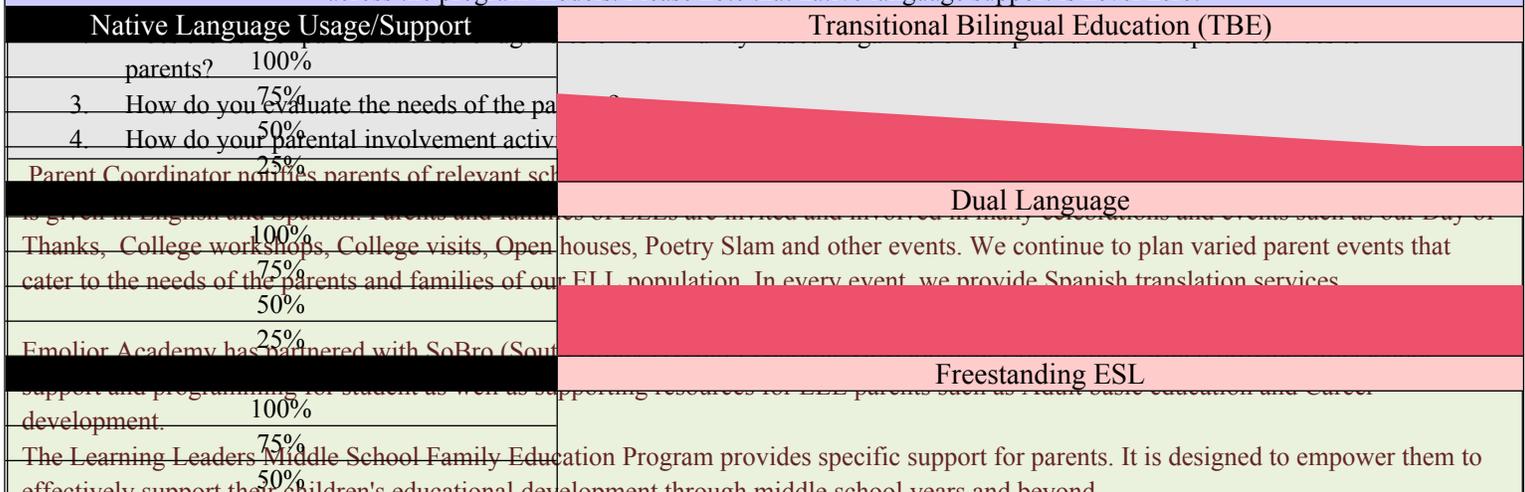
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### Native Language Usage and Supports

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.



## 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?
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Parent Coordinator notifies parents of relevant school, CBO and city-wide workshops and events by email or fliers home. The information is given in English and Spanish. Parents and families of ELLs are invited and involved in many celebrations and events such as our Day of Thanks, College workshops, College visits, Open houses, Poetry Slam and other events. We continue to plan varied parent events that cater to the needs of the parents and families of our ELL population. In every event, we provide Spanish translation services.

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The Learning Leaders Middle School Family Education Program provides specific support for parents. It is designed to empower them to effectively support their children's educational development through middle school years and beyond.

The Parent Coordinator surveys parents formally at the beginning of the school year to evaluate their needs, and frequently assesses parents' needs and satisfaction throughout the year

Our parental involvement activities address the needs of the parents by providing information about how the school system works and how to raise questions or concerns; giving families information and support to monitor their children's progress through TeacherEase and guide toward their goals, including high school and college. Teacherease is web-based gradebook communication software that allows teachers to simplify grades and communicate with parents. Parents of ELLs are better informed by checking assignments, grades, attendance, behavior, etc. over the internet. Parents of ELLs are able to support their child learning process by encouraging them to complete work, etc.

Other activities that are conducted at Emolior Academy are the per grade "Greet and Meet Coffee House" where the parents have the opportunity to meet teachers, tour the school and the classroom, and ask questions regarding school culture and expectations. During Parent-Teacher Conferences and Distribution of Progress Reports, Spanish translation services are always available at Emolior Academy. The Bilingual Guidance Counselor, the Bilingual ESL Coordinator, and the Spanish Language Teacher are part of the translation services team.

Additionally, the school secretary and the community associate are bilingual in English and Spanish, so they are able to provide assistance regarding registration, appointments, and school-related concerns in the main office to ELL parents.

Another activity is the High School Admission Process informative meeting conducted by the Guidance Counselor in which simultaneous interpretation is offered in Spanish by the ESL coordinator and/or Spanish Language Teacher.

## 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?

ELA:

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## 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.

No additional information at this time.

## C. Schools with Dual Language Programs

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The Learning Leaders Middle School Family Education Program provides specific support for parents. It is designed to empower them to effectively support their children's educational development through middle school years and beyond.

The Parent Coordinator surveys parents formally at the beginning of the school year to evaluate their needs, and frequently assesses parents' needs and satisfaction throughout the year

Our parental involvement activities address the needs of the parents by providing information about how the school system works and how to raise questions or concerns; giving families information and support to monitor their children's progress through TeacherEase and guide toward their goals, including high school and college. Teacherease is web-based gradebook communication software that allows teachers to simplify grades and communicate with parents. Parents of ELLs are better informed by checking assignments, grades, attendance, behavior, etc. over the internet. Parents of ELLs are able to support their child learning process by encouraging them to complete work, etc.

Other activities that are conducted at Emolior Academy are the per grade "Greet and Meet Coffee House" where the parents have the opportunity to meet teachers, tour the school and the classroom, and ask questions regarding school culture and expectations. During Parent-Teacher Conferences and Distribution of Progress Reports, Spanish translation services are always available at Emolior Academy. The Bilingual Guidance Counselor, the Bilingual ESL Coordinator, and the Spanish Language Teacher are part of the translation services team.

Additionally, the school secretary and the community associate are bilingual in English and Spanish, so they are able to provide assistance regarding registration, appointments, and school-related concerns in the main office to ELL parents.

Another activity is the High School Admission Process informative meeting conducted by the Guidance Counselor in which simultaneous interpretation is offered in Spanish by the ESL coordinator and/or Spanish Language Teacher.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	3	4					10
Intermediate(I)							5	4	9					18

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							4	4	8					16
Total	0	0	0	0	0	0	12	11	21	0	0	0	0	44

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	3	2				
	I							2	1	3				
	A							4	5	3				
	P							4	2	13				
READING/ WRITING	B							3	3	6				
	I							5	4	8				
	A							4	2	7				
	P							0	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	2	0	0	9
7	3	2	0	0	5
8	11	5	0	0	16
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3	0	6	2	1	0	0	0	12
7	3	1	2	1	1	0	0	0	8
8	6	1	9	0	1	0	0	0	17
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	11	0	10	0	5	0	0	0	26
8	2	2	8	1	0	0	0	0	13
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

### 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.

No additional information at this time.

## Part VI: LAP Assurances

**School Name:** Emolior Academy

**School DBN:** 12X383

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Derick Spaulding	Principal		10/26/11
Denise Scottel	Assistant Principal		10/26/11
Sheila Owens	Parent Coordinator		10/26/11
Isis Monteza	ESL Teacher		10/26/11
	Parent		
Gloria Ford	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		
	Coach		
	Coach		
Miosotis Cruz	Guidance Counselor		10/26/11
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 12X383      **School Name:** Emolior Academy

**Cluster:** 6      **Network:** CFN 608

**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**

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

As a new school in just its fourth year of existence, we assess translation needs through ATS home language surveys and through our own polling measures such as parent surveys, aris, parent communications and identified language systems utilized/ needed school-wide. Additionally we utilize parent teacher conferences and large school gatherings as opportunities to gather parent written and oral needs for future communication. All of these opportunities to collect data are discussed in correlation to Emolior Academy cabinet, teacher and parent meetings to ensure proper sytems are put into place for maximum communication effectiveness.

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.

Tthrough our own polling measures and the data systems mentiond above we have discovered that over 20% of our parents have identified Spanish as their primary language and require some aspect of translation service either written or orally to communicate and recieve important school information. This indicates to us that although this number represents just a fifth of our student population we must provide all written notices to families both in English and Spanish along with having a Spanish translator at every family / school meeting so that we are meeting the needs of our entire student / family body. Additional information is received from Parent-Teacher Association meetings, Parent Workshops and at Parent-Teacher Conferences which also assists in determining written and oral needs. These findings have been communicated to all school employees through targeted meetings and professional development as well as utilizing these meetings to strategically plan for these school-wide needs. Monitoring of these needs is continued throughout the year a via surveys, parent outreach and monitored school systems.

## Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Emolior Academy provides oral translation in Spanish for all school / family meetings through the use of our own in-house translators. Additionally we utilize a phone messenger service that send s messages in English and Spanish to families about all important school event, notices and primary contact information. We are currently pricing an automated electronic system that will provide instant translation of all school communication. We will review our current / future translation needs along with the translation allocation budget to determine whether purchase of such a system is feasible and necessary.

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

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

## 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: Emolior Academy	DBN: 12X383
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Emolior Academy is a small, neighborhood, 6th – 8th grade school committed to ensuring that all of our students achieve at the proficient or advanced level in each subject area and develop strong character qualities for the preparation to ultimately gain admission to and be successful in college. Our current student population is 250 students. We have 3 self contained Special Education classes and to date have identified 42 English Language Learners of varying proficiency in our school. One of our goals at Emolior Academy is to provide quality instruction to ELL students in order for them to achieve academic proficiency in the English language. To accomplish this goal, ELL's are provided with strategies to reinforce skills in all content areas. They will continue to be provided with additional opportunities beyond the school day to acquire maximum language acquisition after school programs in reading, math and science, including Academic Intervention Services

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

The afterschool program will allow for differentiated instruction. Groups will be fluid depending on students' strengths in subjects as well as their language skills. All ESL students will also have technology instruction and language support as needed utilizing the Rosetta Stone Language Program. Newcomers are given special attention to ensure that their academics do not fall below their grade level while they are acquiring English.

The following supplementary materials will be purchased with Title III funds to support the program:

- o Rosetta Stone Program
- o Achieve 3000 Program
- o Select supplementary classroom libraries

## Part B: Direct Instruction Supplemental Program Information

- o Supplementary native language/English dictionaries

The afterschool program will consist of 1 ESL/Bilingual certified teacher, 1 teacher certified in Spanish Language and one teacher certified in ESL and ELA. This year, we are targeting students in the 6th, 7th, and 8th grades that are receiving 4-6 years of ELL services because they are at risk for becoming long-term ELLs. This program will begin in January 2011 and run through May 2012 with teachers meeting with students 2 times a week for 1 hour each session. The focus of instruction from November - April will be on reading and writing for the NYS ELA exam. We will be using the Achieve 3000 program to do this as it allows us to differentiate by lexile score in English, and at the same time provide native language support when necessary. Writing intervention will focus on essay and long answer writing in response to pictures, prompts, and non-fiction text supplied by the Achieve 3000 program. After the NYS ELA exam in April, students will continue to use the Achieve 3000 program to strengthen their reading fluency and rate, but begin an intensive workshop designed specifically for the components of the NYSESLAT exam. We will use the NYSESLAT test prep book as well as other teacher designed interventions. Further data analysis of the modality breakdown for the NYSESLAT scores from last year will be utilized to dictate the focus of these lessons.

Saturday field trips will be held to introduce students to a wide variety of cultures in the NYC area. These institutions will be of both cultural and historical value. These experiences will provide opportunities for students to use context specific language and also to learn about American culture and society in a relatable and advantageous way. The ESL teacher will take ELLs on a number of class related trips including the Metropolitan Museum of Art, a Broadway musical and visit a cultural exchange program. All of these experiences will be of benefit to ELLs in learning outside of the classroom.

## 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:

Professional Development

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

### Part C: Professional Development

strategies for quality teaching of English Language Learners.

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

Our ELL teacher will attend a series of instructional support strategy workshops with a special focus on ELL's as well as turnkey professional development opportunities for all teachers that work with ELLs. Because almost all of our teachers teach ELL students, the professional development plan is as follows:

- October : CCSS and instructional best practices for ELLs
- November: Scaffolding Content for ELLs
- December: Vocabulary Development Strategies for Teachers of ELLs
- January: The Use of the Native Language with ELLs
- February: Strategies to Improve ELL Academic Writing
- March: QTEL Strategies
- March: National TESOL Conference
- April: NYSESLAT Preparation
- May: SIFE Students

### 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:

A parent orientation is conducted initially in September and then throughout the school year for parents of newly admitted students. During this session, parents are provided information on the type of ELL programs available to their child. Parent are invited to our opening workshop which provides detailed

## Part D: Parental Engagement Activities

information about our school, ESL program and opportunities for parents and Emolior Academy may collaborate to support our students. The parent coordinator and ESL coach serve as a key liaison between the Emolior Academy and the home. Parents are encouraged to become active participants in school activities. Meetings and conferences are scheduled on a monthly basis to keep parents informed and involved. All communication is sent in both Spanish and English via mail, flyers and telephonically. The following topics are scheduled for the upcoming year. These topics were based on a needs assessment provided by parents of our Parent Association and School Leadership Team:

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

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

Parents and families of ELLs are invited and involved in many celebrations and events such as our Day of Thanks, College workshops, College visits, Open houses, Poetry Slam and other events are regularly interpreted. We continue to plan varied parent events that cater to the needs of the parents and families of our ELL population. This visible involvement of parents of ELLs in our school instills in our students a sense of belonging that is often difficult to achieve when they are struggling with the native language, and shows the positive influence of our ELL community. Because the parents of ELLs, both current and former, struggle with the English language, and often, other literacy issues that may cause them hardship in helping their children in school, we offer many opportunities to parents to come into the school to learn alongside their children. We encourage parents to attend ESL and GED courses that are offered in night programs at our school as well as opportunities for parents to learn the Aris system, which helps parents stay informed about their children's progress in school. Most of the workshops that we conduct are done in-house, meaning that we use the capacities of the school based and network teams to provide workshops and services to ELL parents.

**Part D: Parental Engagement Activities**

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**Part E: Budget**

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

Allocation Amount: \$11200

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"> <li>Per session</li> <li>Per diem</li> </ul>	8157.60	3 teachers x 1.5 hours per day x 2 days per week x 20 weeks x \$45.32/hours
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$292.40	Instructional Supplies ( books, writing materials etc)
Educational Software (Object Code 199)	\$2750.00	Achieve 3000 License to use with ELLs Rosetta Stone License to use with ELLs
Travel		
Other		
<b>TOTAL</b>	<b>\$11,200</b>	