



*Dennis M. Walcott, Chancellor*



# 2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

**SCHOOL NAME:** EAST BRONX ACADEMY FOR THE FUTURE

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

**PRINCIPAL:** SARAH SCROGIN

**EMAIL:** SSCROGIN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELAINE LINDSEY

10-02-2013

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Sarah Scrogin	*Principal or Designee	
Kevin Magee	*UFT Chapter Leader or Designee	
Joan Jones-Clarke	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
Damian Bovain	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
n/a	CBO Representative, if applicable	
Erick Odom	Member/Teacher	
Nick Lawrence	Member/Teacher	
Catherine Mitchell	Member/Assistant Principal	
Steven Brady	Member/Assistant Principal	
Andrea Keller	Member/Parent Grade 6	
Denise Roman	Member/Parent Grade 9	
Sobeyda Severino	Member/Parent Grade 11	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

High-Quality Instructional Feedback: Identify and implement instructional strategies that encourage high-quality instructional feedback between the teacher and students or among students.” – ESCA, 10-11, page 15

### Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### Annual Goal #1

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

Improve teacher effectiveness by refining and improving upon our system of school-wide Professional Development, including a school-wide shared understanding of rigorous instructional standards. *Please note that this is Principal’s Performance Review Goal #2.*

### 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:
- Principal and Assistant Principal establish and refine a schedule for teacher observation and feedback using a comprehensive on-line data system ([www.t-eval.com](http://www.t-eval.com)) and based upon the calendaring system outlined in Leverage Leadership by Paul Bambrick-Santoyo to accelerate improvements in teacher practice aligned to the school’s teaching framework and informed by student performance data.
- Principal participates in monthly city-wide principals working group facilitated by Kim Marshall. Lead Teachers participate in centrally developed training and facilitate the Cluster-based Teacher Leader program.
- Principal, Assistant Principal and Lead Teachers implement a school-wide Professional Development System., which promotes a cohesive Professional Development Plan for teachers that integrates diverse forums (tuning protocols, looking at student work and class visits) by which teachers can receive coaching on improving their instruction, curriculum and student data and show growth on the Marshall Rubric aligned to their professional development action plan.
- All teachers will have a Professional Development Plan documented in the on-line system, which will be updated mid-year and at the end of the school year based on teacher performance and student outcomes.
- Teachers self-assess three times a year on chosen elements of the Marshall Rubric.
- Each teacher will meet weekly for a coaching session with a member of the Leadership Team (principal, assistant principal and lead teachers) for a coaching session aimed at improving instruction, clarifying curriculum and improving student assessment outcomes.

b) key personnel and other resources used to implement these strategies/activities,

- Principal, Assistant Principal, Leadership Team (UFT Lead Teachers, Subject Area Lead Teachers, Guidance)
- New Visions Leadership Development Facilitator and four Instructional Coaches
- Kim Marshall Principals' Working Group
- Achievement Network Coach
- TCRWP Instructional Coach

c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Rubric Self-Assessments and Summative Assessments as well as Individual Professional Development Plans for each teacher will demonstrate progress toward teachers' goals and growth on the Marshall Rubrics using the on-line system ([www.t-eval.com](http://www.t-eval.com)).
- Leadership Team members will log Professional Development Plans and goals, observations, written feedback and minutes of meetings using the on-line teacher evaluation system ([www.t-eval.com](http://www.t-eval.com)). This will be linked to student outcomes using t-eval.com, interim assessment data, course pass rates and reviews of student work.
- Every teacher will participate in a minimum of 80-hours of professional development sessions focused on the Marshall rubrics. Teachers will track their own development via the on-line system, in weekly coaching meetings and three times a year during their on-line self-assessments.
- Principal/Assistant Principal will conduct a minimum of 10 observations for each teacher and document meetings using the on-line teacher evaluation system ([www.t-eval.com](http://www.t-eval.com)).
- Teachers will work collaboratively in subject area teams to help create and/or select the interim assessments (Please note we are using Achievement Network for our middle school English and mathematics assessments).
- There will be an increase in student assessment outcomes as measured by NY State Regents and middle school assessments.

d) Timeline for implementation.

- Summer 2012: Identify and create assessments & train leadership team members.
- Fall 2012: Implement and refine use of assessments, rubrics and observations. Continue training teacher teams and leadership team members.
- January & February 2013: Conduct mid-year reviews of teachers and reflect on interim assessment data with teams.
- Spring 2013: Continue to refine and use assessments, rubrics and observations. Continue training teacher teams and leadership team members.
- May & June 2013: Conduct year-end reviews of teachers and reflect on interim assessment data with teams. Plan for summer PD.
- Summer 2013: Conduct summer PD for teachers and leadership team and plan for fall 2013.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- PS: Hire two UFT Lead Teachers
- PS: Add one Assistant Principal for Administration (to allow second AP to focus exclusively on instruction)
- PS: Use per session funds to provide additional coaching for teachers to achieve 15:1 ration described in Leverage Leadership.
- PS: Use per session funds to provide additional coaching for teachers to achieve 15:1 ration described in Leverage Leadership.
- OTPS: Hire vendor to provide middle school interim assessments Achievement Network for ELA and math.
- OTPS: Hire vendor to provide coaching and feedback for middle school English teachers (Teachers College Reading and Writing Project).
- OTPS: Hire vendor Kim Marshall to provide coaching to principal and selected Leadership Team members in weekly Working Group meetings.

## GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Instructional Rigor: Expand the implementation of instructional strategies that increase opportunities for higher-order thinking, analysis and problem solving, and deeper content understanding.” ESCA, 10-11, page 11.

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### **Annual Goal #2**

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

Each core subject area teacher in English, social studies math and science will implement a minimum of two Common Core aligned units, which include performance tasks. *Please note that this is Principal’s Performance Review Goal # 3.*

### **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
- Each teacher will attend a minimum of 80 hours of Professional Development during the Circular 6 Common Planning period to support their implementation of learning activities centered on the citywide instructional expectations (close reading, argumentative writing, or mathematical modeling).
- Teachers will meet twice weekly with their subject area teams in English, social studies, math and science to refine their curriculum plans, share student work, assess using rubrics and share learning from the implementation of their Common-Core aligned units.
- All core subject area teachers will do one CCLS unit and task in the fall semester and one in the spring semester. To support the development of CCLS units and tasks, professional development will be provided in the areas of close reading, argumentative writing and mathematical modeling to support teachers’ development of learning units and associated performance tasks and the implementation of the Common Core Learning Standards in teachers’ classrooms.
- Mathematics teachers will receive professional development weekly from a New Visions Instructional Coaches on the transition to the Common Core and looking at student work, via the A2i initiative (HS) and the Gates grant (MS). 9<sup>th</sup> grade math teachers and selected high school science teachers will also receive professional development in curriculum design from the CUNY Math Science Project.
- English teachers will receive professional development from Teachers College Reading and Writing Project consultant (MS), the Gates grant (MS) and via the New Visions CCLS workshop series (all grades).
- Science teachers will receive professional development support from a New Visions Instructional Coach who is working along with the lead teacher to develop CCLS- aligned units and tasks.
- Social studies teachers will receive professional development from their team’s lead teacher and will develop units based on close reading and

analytic writing linked to the topic of “Imperialism.” They will select their own topics for spring semester.

- Each teacher on every subject area team will share a minimum of two samples of student work with associated curriculum. A tuning protocol will be utilized during these studies to look at student work and provide critical feedback to the presenter.
- Feedback will be given that is aligned to the teachers’ goals and/or to the team’s goals with regard to implementation of the City-Wide Instructional Expectations.

b) key personnel and other resources used to implement these strategies/activities

- Principal, Assistant Principal, Leadership Team (UFT Lead Teachers, Subject Area Lead Teachers, Guidance)
- New Visions Leadership Development Facilitator and four Instructional Coaches
- TCRWP Coach

c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- All core subject area teachers will implement one CCLS unit and task in the fall semester and one in the spring semester and will create a Common-Core aligned “bundle” including the unit, the task, the rubrics and samples of student work at different performance levels. These bundles will be archived on the EBA Google drive.
- 95 % of students will complete a CCLS task in each core subject area each semester.
- Core teachers will submit their “bundle” to the principal/assistant principal to ensure that all students experience two common core aligned units and tasks in each core subject.
- During observations principal and assistant principal will document implementation of the units.
- A minimum of 75 % of students will write at least one argumentative essay by June 2012 that meets CCLS standards. Middle School student essays will be graded against the Teachers College rubric; High School student essays will be graded against the argumentative writing rubric developed by the Literacy Design Collaborative (LDC) - a Gates Foundation project. Essays will be presented during Professional Development.

d) Timeline for implementation.

- Summer 2012 Teachers and leadership participate in professional development with CUNY MSP, IZone, New Visions (A2i & LDC) and TCRWP.
- Fall 2012 Implement and refine the instructional models. Continue training teacher teams and leadership team members.
- January 2013 Leadership team reflects on implementation so far and refines plans for spring 2013.
- Spring 2013 Continue to implement and refine the instructional models. Continue training teacher teams and leadership team members.
- May & June 2013 Leadership team and partners reflects on implementation so far and plans for summer PD.
- Summer 2013 Leadership team and partners facilitate summer PD for teachers and for leadership team and plan for fall 2013.

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- PS: Add one Assistant Principal for Administration (to allow second AP to focus exclusively on instruction) and relationships with instructional partners.
- PS: Use per session funds (training rate) to provide additional professional development for teachers to adopt, adapt or create curriculum maps and unit plans.
- OTPS: Hire vendor to provide coaching and feedback for middle school English teachers (Teachers College Reading and Writing Project).

### GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

#### Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Instructional Rigor: Expand the implementation of instructional strategies that increase opportunities for higher-order thinking, analysis and problem solving, and deeper content understanding.” ESCA, 10-11, page 11.

#### Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

#### Annual Goal #3

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

Each teacher will make progress toward being effective or highly effective with regard to Delivery of Instruction, especially with regard to Kim Marshall Rubric competencies F) Repertoire – “teacher orchestrates highly effective strategies, materials and groupings to involve and motivate students” and G) Engagement- “students, involved, focused problem solvers.” These correspond to the Danielson Competency 3c Instruction—“Engaging students in learning.” *Please note that this corresponds with Principal’s Performance Review Goals # 1 & 2.*

#### 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:
  - e) strategies/activities that encompass the needs of identified student subgroups
    - Hire mathematics teachers with experience teaching high school mathematics, particularly geometry and Algebra 2/trigonometry.
    - Partner with CUNY Mathematics and Science Program and with New Visions Shell Mathematics project (also known as Silicon Valley mathematics or A2i) to enhance mathematics curriculum and teaching. A2i, CUNY MSP and mathematics team leader provide two hours per week of professional development to the mathematics team focusing on looking at students’ work and improving mathematics proficiency.
    - In the middle grades, which are a pipeline to high school college readiness, double the time spent on mathematics instruction and partner with Teachers College Reading and Writing Project (TCRWP) to improve students’ reading and writing levels.
    - Work with New Visions Instructional Coaches in English and Math to implement the Literacy Design Collaborative model in English and the A2i model (or similar approach) in mathematics.
    - Partner with Innovation Zone to focus on master-based learning, a caring adult advocate and collaborative adult teams, particularly in “prototypes” in grades 6, 8 and 10. (Please note this is a three-year initiative to expand to all grades by June 2015).
  - f) key personnel and other resources used to implement these strategies/activities

- Principal, Assistant Principal, Leadership Team (UFT Lead Teachers, Subject Area Lead Teachers, Guidance)
- New Visions Leadership Development Facilitator and four Instructional Coaches
- Kim Marshall Principals' Working Group
- TCRWP Coach
- Innovation Zone Coach

g) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- We will hire three new mathematics teachers for the 2012 – 2013 school year, all of whom have experience and success teaching higher levels of mathematics.
- A2i, CUNY MSP and mathematics team leader provide two hours per week of professional development to the mathematics team focusing on looking at students' work and improving mathematics proficiency. Team minutes and class visits will reflect this learning.
- Middle School students' programs will show an increase in mathematics time and an emphasis on Reading and Writing classes. Interim Assessment Data from partner the Achievement Network will also show gains in middle school reading, writing and mathematics.
- Middle School teams will receive on-going professional development from Teachers College Reading and Writing Project (TCRWP) including on-site coaching and off-site conferences to improve students' reading and writing levels. Team minutes and class visits will reflect this learning.
- Students will take and pass the LOTE in Foreign Language and accumulate the required credits via PowerSpeak as well as traditional foreign language classes.
- The % of students meeting CUNY benchmarks will increase from 10.2% to 15%.
- The % of students earning an Advanced Regents diploma will increase from 2.2 % (2/88 students) to a minimum of 5 % (5/102 students).
- Teachers will work collaboratively in subject area teams to help create and/or select the interim assessments (Please note we are using Achievement Network for our middle school English and mathematics assessments).

h) Timeline for implementation.

- Summer 2012 Teachers and leadership participate in professional development with CUNY MSP, IZone, New Visions (A2i & LDC) and TCRWP.
- Fall 2012 Implement and refine the instructional models. Continue training teacher teams and leadership team members.
- January 2013 Leadership team reflects on implementation so far and refines plans for spring 2013.
- Spring 2013 Continue to implement and refine the instructional models. Continue training teacher teams and leadership team members.
- May & June 2013 Leadership team and partners reflects on implementation so far and plans for summer PD.
- Summer 2013 Leadership team and partners facilitate summer PD for teachers and for leadership team and plan for fall 2013.

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

- Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here:     Izone

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- PS: Hire three new math teachers.
- PS: Add one Assistant Principal for Administration (to allow second AP to focus exclusively on instruction) and relationships with instructional partners.
- PS: Use per session funds (training rate) to provide additional professional development for teachers to better learn instructional models.
- OTPS: Hire vendor to provide coaching and feedback for middle school English teachers (Teachers College Reading and Writing Project).

## GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

### Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Positive Behavior Management System: Continue to refine and implement a school-wide positive behavior policy and system with clearly established standards for safety, discipline, and respect. The policy and related system should include concise social expectations and a continuum of supports, interventions, incentives/rewards, and consequences—including a clear delineation of activities and programs that students are entitled to rather than those activities that are privileges.” ESCA, 10-11, page 6

### Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

### Annual Goal #4

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

Refine our system of supports, interventions, incentives, rewards and consequences to be more in alignment with the theories of Restorative Practices and Collaborative Problem solving so that more students learn these skills and are ultimately better able to solve problems on their own. *Please note that this corresponds with Principal’s Performance Review Goals # 5, though it is different as it is not only focused on the young men but also includes our young women who also need these supports.*

### 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,

- Applied for and received funding from the Mayor’s Expanded Success Initiative for Black and Latino young men (\$250,000). The Black and Latino young men of the class of 2016 and beyond are currently the target population for this initiative at our school and at 40 schools city-wide.
- Partner with the NYC DOE Office of Safety and Youth Development via the Mentoring for REAL initiative.
- Train faculty in “Collaborative Problem Solving” via Harvard/MGH’s Dr. Stuart Ablon’s project Think:Kids: <http://www.thinkkids.org/>.
- Train faculty in “Restorative Practices” via trainings provided by the Office of Safety and Youth Development REAL Mentoring grant.
- Partner with the CUNY Math Science Project to provide an opportunity for top students to be trained to be tutors for their peers.
- Partner with Children’s Aid Society to incentivize attendance and real-world connections by implementing tiered work training program modeled on the Next Generation Center, our young men will be able to first gain soft job skills comprised of basic employment skills, which includes supervised work experience where students would earn stipends.

- Train or hire a Life Coach to work individually with students who are “at risk” or in crisis but are not mandated for counseling.
  - b) key personnel and other resources used to implement these strategies/activities,
    - Principal, Assistant Principal, Leadership Team, Justice, Guidance & Support Teams
    - Expanded Success Initiative Grant Partners (Children’s Aid Society, Social Worker, Fraternal Oder of the Feather, etc)
    - REAL Mentoring Grant Partners (Partnership with Children, Mentoring USA, Morningside Center)
    - NYC DOE Office of Safety and Youth Development
    - Other resources: Dr. Stuart Ablon/Think Kids/Flawless Foundation, Bronx “Systems of Care” group, NYC 42<sup>nd</sup> Precinct
  - c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
    - At-risk students, as identified based on suspension and OORS data by DOE Office of Youth Development, will receive support from a Life Coach and demonstrate increased academic behaviors, such as increased attendance and/or reduced suspensions. The life coach will document the students’ attendance and suspension rates using an Excel tracking tool.
    - Math and science tutors will be selected and trained and will demonstrate increased college readiness as measured by Regents CUNY benchmarks and college acceptance, and, ultimately Retention.
    - Training in Collaborative Problem Solving and Restorative Practices for target faculty will be completed by June 2013.
    - 85 % of first-year students will take and pass at least one Regents examination by June 2013
    - 85 % of first-year students will earn 10+ credits
  - d) Timeline for implementation.
    - Summer 2012 Teachers and leadership participate in professional development with Dr. Ablon.
    - Fall 2012 Implement Think:Kids (Plan B) with target students & roll-out ESI and Project REAL partnerships (PWC).
    - January 2013 Leadership team reflects on implementation so far and refines plans for spring 2013 & ESI/Ablon Professional Development.
    - Spring 2013 continue to implement and refine the models. Continue training faculty/guidance teams and leadership team members.
    - May & June 2013 Leadership team and partners reflect on implementation so far and plans for summer PD. Summer 2013.

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: OSYD Support

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- PS: Add one Assistant Principal for Administration to focus on student social and emotional development.
- PS: Use per session funds (training rate) to provide additional professional development for teachers to learn new models.
- OTPS: Use OTPS to purchase incentives around attendance and to support trips and other activities for students related to team-building, restorative practices and collaborative problem solving.

## GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Student Engagement: Develop and implement a school-wide initiative aimed at increasing student engagement and creating a sustainable and supportive learning environment. The aim is to improve student attendance, enhance participation, reduce boredom, end negative behaviors and the associated classroom management issues, and increase student achievement in academic and social skills.” ESCA, 10-11, page 21. *Please note that SCEP Annual Goal 4 focuses on the reduction in negative behaviors.*

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

### **Annual Goal #5**

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

Increase student attendance, participation and engagement by refining our system of supports, interventions and incentives to be more effective in attracting students to school and keeping them engaged and learning throughout the day. *Please note that as with SCEP Annual Goal 4 this goal corresponds with Principal’s Performance Review Goals # 5, though it is different as it is not only focused on the young men but also includes our young women who also need these supports.*

### **Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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,
- Hire additional Assistant Principal for Administration and enlist support of teachers, guidance, attendance teacher and community associate in creating tiered system of incentives, interventions and supports to increase student attendance.
- Organize staff in grade teams to monitor student attendance and performance and to participate in Kid Talks about how to improve attendance and other measures as needed. These teams will partner with the Attendance Team to reinforce the systems of incentives, interventions and supports.
- Provide professional development for targeted school staff on how to seek out and maintain partnerships with families and community organizations that meet students’ needs (e.g. Children’s Aid Society, Madison Square Boys and Girls Club, Synergy, BRASS Athletics.)
- Partner with the NYC DOE Office of Safety and Youth Development via the Mentoring for REAL initiative, which includes partnerships with the following organizations who aim is, in part, to increase attendance for at-risk students and to improve their social-emotional well-being and reduce

at-risk behaviors such as truancy and law-breaking: Partnership with Children, Mentoring USA, Morningside Center for Teaching Social Responsibility.

- Partner with DOE “Connected Learning” and “Connected Foundations” initiatives to put a computer in the home of every sixth through ninth grade student via Computers for Youth and to connect these homes to school by providing discounted broadband access.
- Create and maintain class Google sites and GoogleCloud tracking systems to provide teachers and families with information about students’ attendance and performance. Use emails and text messaging to communicate with families and students about this data.
- Partner with the DOE Innovation Zone360 initiative to make sure each student has a “caring adult” advocate who monitors his or her attendance and learning and is the primary point person for communication between home and school. (Note, this is piloted in grades 6, 8 and 10 this year.)
- Train families on Skedula and Jump Rope data systems and send home monthly progress reports using these systems to inform parents about students’ attendance and performance. Use “live” monthly phone calls and robo-calling system to reinforce these mailings with parents.

b) staff and other resources used to implement these strategies/activities,

- Principal, Assistant Principal, Leadership Team, Justice, Guidance & Support Teams
- REAL Mentoring Grant Partners (Partnership with Children, Mentoring USA, Morningside Center)
- NYC DOE Office of Safety and Youth Development
- NYC DOE Innovation Zone and iLearn
- NYC DOE Connected Learning and Connected Foundations & Teaching Matters Consultant
- New Visions’ Data Team, Digital Program Officer & Skedula/Datacation Team
- EBA Technology Coordinator

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Implement tiered attendance monitoring system and share data monthly with grade-level teacher teams to enlist support and collaboration.
- Creating GoogleCloud on-line reporting system and integrating Skedula and ATS attendance data.
- Attendance will increase to 90 percent in the Middle School and 85 percent in the High School by June 2013.
- Improve attendance for students targeted for REAL Mentor Program by 5 percent by June 2013.
- Increase attendance in iZone and Connected Learning/Foundations Grades by 5 percent by June 2013.

d) Timeline for implementation.

- Train staff on GoogleCloud summer 2012.
- Parent training for all parents by June 2013.
- Provide professional development for all targeted staff by June 2013.
- July 2013: Review progress and plan for fall 2013.

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_iZone, Connected Learning, Connected Foundations, New Visions Google CloudLab\_\_\_\_\_

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- PS: Add one Assistant Principal for Administration to focus on attendance (as well as social and emotional development, see Goal 5).

- PS: Use per session funds (training rate) to provide additional professional development for teachers to work with partner organizations.

- OTPS: Use OTPS to purchase incentives around attendance and to support trips and other activities for students related to team-building, restorative practices and collaborative problem solving.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	English Tutoring and Remediation	Small Group and one-to-one tutoring	Before, during and after-school
Mathematics	Mathematics Tutoring and Remediation	Small Group, one-to-one and peer tutoring	Before, during and after-school
Science	Science Tutoring and Remediation	Small Group, one-to-one and peer tutoring	Before, during and after-school
Social Studies	Social Studies Tutoring and Remediation	Small Group and one-to-one tutoring	Before, during and after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance & Social Worker	Small Group and one-to-one counseling and intervention	Before, during and after-school

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

We are dedicated to recruiting, retaining and supporting high quality teachers for our students. Among the ways that we do this are by:

- **Maintaining a Hiring Team and Focusing on High Quality Hires**

We have a carefully calibrated hiring process that goes from phone screens to demo lessons to “wooing” high quality teachers to work at our school. Many of the best members of school staff as well as students and parents participate in this process, which is intended to get the best possible teachers to work with our students.

- **Providing team-based and external professional development and support**

We have intensive team-based and external professional development opportunities. Our teachers participate in at least five-hours per week of “common planning” in subject area and grade teams, in which they are supported by lead teachers and team members in working toward individual teacher and teacher team goals. We also provide external coaches and professional development opportunities (e.g. Teachers College, AVID, QTEL, CUNY MSP, New Visions LDC and A2i, and many more).

- **Providing high-quality mentoring and support for new teachers**

Our new teachers receive extensive mentoring and support. They meet regularly in a new teacher group run by fellow teachers and they work regularly with their assigned mentors, including the mentor watching their class and giving feedback aligned to our NYSED approved rubric (Kim Marshall).

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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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. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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.

### **Parental Involvement Policy**

Our school agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(b) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;

- that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

**SCHOOL – PARENT COMPACT**

School Name: East Bronx Academy for The Future 2010 – 2011

The school and parents working cooperatively to provide for the successful education of the children agree:

<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation, childcare or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> <li>• Parent-teacher conferences at least annually</li> <li>• Monthly reports to parents on their children's progress</li> <li>• Reasonable access to staff</li> <li>• Opportunities to volunteer and participate in their child's class</li> <li>• Observation of classroom activities</li> </ul> <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching, and learning strategies.</p> <p>To work with his/his child/children on schoolwork; read for 25 to 30 minutes per day to kindergarten through 1<sup>st</sup> grade students; and listen to grade 2 and 3 students read for 15-30 minutes per day.</p> <p>To monitor his/her child/Children's:</p> <ul style="list-style-type: none"> <li>• Attendance at school</li> <li>• Homework</li> <li>• Documents sent home through back pack and through the mail.</li> </ul> <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>
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***We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.***

\_\_\_\_\_  
 Signature of Principal/Teacher  
 Date: \_\_\_\_\_

\_\_\_\_\_  
 Signature of Parent/Guardian  
 Date: \_\_\_\_\_

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

### A. School Information *i*

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

### B. Language Allocation Policy Team Composition *i*

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

### C. Teacher Qualifications *i*

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

Number of certified ESL teachers	<b>2</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	<b>0</b>

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

## D. School Demographics

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

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

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

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

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

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

**A. ELL Programs**

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>

**This school offers (check all that apply):**

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

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

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

**B. ELL Years of Service and Programs**

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 00
Dual Language	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 00
ESL	<input type="checkbox"/> 19	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 16	<input type="checkbox"/> 3	<input type="checkbox"/> 5	<input type="checkbox"/> 41	<input type="checkbox"/> 1	<input type="checkbox"/> 17	<input type="checkbox"/> 7676
Total	<input type="checkbox"/> 1919	<input type="checkbox"/> 22	<input type="checkbox"/> 55	<input type="checkbox"/> 1616	<input type="checkbox"/> 33	<input type="checkbox"/> 55	<input type="checkbox"/> 4141	<input type="checkbox"/> 11	<input type="checkbox"/> 1717	<input type="checkbox"/> 7676
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														00	
Chinese														00	
Russian														00	
Bengali														00	
Urdu														00	
Arabic														00	
Haitian														00	
French														00	
Korean														00	



Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									00	00
Chinese									00	00
Russian									00	00
Korean									00	00
Haitian									00	00
French									00	00
Other									00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American:                      Asian: Hispanic/Latino: Native American:                      White (Non-Hispanic/Latino): Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	8	16	12	17	5	9	7171
Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic														00

Haitian															<b>00</b>
French															<b>00</b>
Korean															<b>00</b>
Punjabi															<b>00</b>
Polish															<b>00</b>
Albanian															<b>00</b>
Other							2	1	2						<b>55</b>
<b>TOTAL</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>66</b>	<b>99</b>	<b>1818</b>	<b>1212</b>	<b>1717</b>	<b>55</b>	<b>99</b>	<b>7676</b>	

### A. Programming and Scheduling Information

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

1.
  - a. Instruction is delivered through Push-In (Co-Teaching) services. We implement a Push-In model grades 6-12.
  - b. Our 9th grade follows a Block model, while our 10th, 11th, and 12th grades follow an Ungraded program

model. All of these classes are Heterogeneous.

2.

a. We instruct our ELL students based on their English proficiency level: Beginner, Intermediate and Advanced ELLs. Students follow both a block and a heterogeneous model where they are placed in classes not only according to their proficiency level but also according to their grade. We provide services as follows:

-ESL- 70 minutes per day; Push-In (Co-Teaching) with ESL teacher

70 Minutes Per Day – Extended day school academic intervention with ESL teacher and peer tutors

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

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

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

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

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

5.

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

b. In addition to push-in services and co-teaching during the school day, our newcomer ELLs receive additional support after school from the ESL teacher as well as peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages

are provided in English and in Spanish and a read aloud option is also available. Many of our newcomer ELLs also come before school for additional language development from the ESL teacher. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

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

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

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

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

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: <ul style="list-style-type: none"> <li>• classes that are taught in English using books in the native language</li> <li>• heritage classes</li> <li>• foreign language (LOTE) classes</li> </ul>			
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish	Spanish	Spanish
Social Studies:			
Math:			
Science:			

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

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

<b>Native Language Usage and Supports</b> 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)		
100%			
75%			

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

**B. Programming and Scheduling Information--Continued**

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

8.

Extended day program:

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

Professional Development to develop ELL teaching strategies.

During the school day:

- We utilize a push in and co-teaching model in grades 6-12 to provide ELL services during the school day. The ESL teacher pushes into content area classes and co-teaches with the general education teacher for an hour a day. We would like to add to these services by providing LTE students with small group instruction focusing on math, writing, and reading interventions.
- ELL students will be instructed by an ESL teacher for an hour in small groups using Study Island for ten minutes to practice math fact fluency, and then MY Access! and/or Achieve 3000 to work on reading and writing skills. They will also work with Destination Math in their math classes, team taught by an ESL teacher and math teacher.

Native Language Arts:

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

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

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

11. All programs will remain in place.

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

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

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

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

16. Our school holds orientation for all new students during the summer. We explain to ELLs the programs

offered, meet and greet their teachers, take tours of building, answer any questions that ELLs and parents may have and provide them with a list teachers names.

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

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

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

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

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

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

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

## E. Parental Involvement

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

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

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

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

## A. Assessment Breakdown

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

<b>Overall NYSESLAT* Proficiency Results (*lab-r</b>																			
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	2	1	3	2	1	1	1010
Intermediate(I)							1	3	9	3	12	2	4	3434
Advanced (A)							6	3	8	6	3	2	4	3232
Total	00	00	00	00	00	00	77	88	1818	1212	1717	55	99	7676

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									00

4									00
5									00
6	0		4		3				77
7	2		2		2		2		88
8	7		10		1				1818
NYSAA Bilingual Spe Ed									00

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

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

NYSAA Social Studies				
NYSAA Science				

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

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

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

1. The less proficient a student is, the more difficulty they have on standardized exams (ie regents) as well as difficulty with their class work.
2. NYSESLAT modalities will determine the academic interventions teachers will implement inside and outside the classroom. Currently, the NYSESLAT reveals that our students struggle with reading and writing the most. Thus, classroom instruction and our current technology-based programs focus on reading and writing.
- 3.

a. As students spend more time in our school, their proficiency level increases. The more time they spend with academic interventions, proficiency increases. We provide students with test in English and native languages. That's why ELA regents are the most difficulty because they don't have that option. When students take the exams in English but are able to look at the translated version of the test in their native language, they perform better than when they do so only in the English language.

b. Administrators and teacher teams have data meetings to review ELL assessments and use their results to drive instruction. Results are also reviewed at ELL inquiry team meetings and interventions and strategies are discussed and implemented

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

4. n/a

a. n/a

b. n/a

c. n/a

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

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

### **Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

<b>School Name:</b>			
<b>School DBN:</b>			
Signatures of LAP team members certify that the information provided is accurate.			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster: \_\_\_\_\_ Network:**

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>ela</u>	DBN: <u>271</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## 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: We will continue to use our \$11,200 in Title III funds for the 2012 - 2013 school year to provide direct instruction to ELL students during the After School ESL Program. Our rationale for direct small group instruction classes is based on the NYSESLAT scores, which show that our ELL population has a wide range of needs. While 53% of our ELLs are scored advanced on the NYSESLAT, these students are in their great majority Long Term ELLs who have yet to acquire the reading and writing skills to succeed in a mainstream classroom without additional ESL services. In addition, 15% of our ELLs are scored a beginner level on the same test many of who are not recent arrivals to the United States. Lastly, 32% of our population are Intermediate level ELLs who need immediate intervention in order to avoid becoming Long Term ELLs and reducing their chances of scoring proficient on the NYSESLAT. The students are almost equally divided between our middle school and our high school. The data below shows the level breakdown and percentages among our population:

Beginner ELLs: 10 (14%)

Intermediate ELLs: 22 (32%)

Advanced ELLs: 36 (53%)

Students at the middle school level: 27

Students at the high school level: 41

The program serves 68 students with 240 hours of instruction over the course of the school year. Students receive ESL instruction (in English) four days a week for one hour for 10 weeks from late September through December. In December, our ELL/SIFE Grant continues to fund in part the After School program for ELLs in our school. The students are served in the following grades: Grade 6-8, Grade 9 - 12. Two teachers with ESL certificates will push in to students core subject-area classes to provide language support as well as academic vocabulary development implement QTELL and English 3D strategies that target the students' academic skills as indicated by the NYSESLAT scores. Meanwhile, a content area teacher will secure that appropriate content for the grade and subject is provided. Then, the remaining four days a week, students will have a pull-out class where they are grouped according to their NYSESLAT levels- beginner, intermediate and advanced. It is here where they will receive direct instruction reading and writing skills with the goal of gaining at least a 49 points or one level gain in the NYSESLAT exam as calculated by the AMAO. Last year, thanks to the Title III funding, three middle school students and seven high school students placed proficient on the NYSESLAT and more than 10% of our middle school students increase at least 49 points within their levels. We are looking to increase such gains by increasing each push in and pull out class to one hour long. Students will be assessed every four weeks in order to identify how much progress they make and select reading and writing targets for each student. Furthermore, by offering push-in services during the day in heterogeneous settings while providing targeted at level instruction after school, we are looking to not only increase our students NYSESLAT scores, but we are also envisioning that many of our Long Term ELLs who are placed Advanced on this exam can place Proficient next year.

## Part B: Direct Instruction Supplemental Program Information

## Part C: Professional Development

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

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

Begin description here: Please note that we are NOT paying for any professional development via Title III but that the professional development below is in fact what is taking place via our SIFE/ELL Grant.

Certified ESL Specialist and Special Ed Learning Specialist Professional Development Attendance: In order to secure the proper turn-key of ESL strategies and ESL support, the certified ESL Specialist and Special Education Learning Specialist will attend the professional development sessions below. They will then proceed to providing internal professional development and ESL support as describe later in this document. Below please find a list of dates, titles and description of such:

-Thursday October 18<sup>th</sup>, 2012: Title III Application Professional Development by Office of English Language Learners

-Wednesday October 24<sup>th</sup>, 2012: English 3D Program Professional Development for Long Term ELLs by Office of English Language Learners

-Friday November 30<sup>th</sup>, 2012: Title III Annual Measurable Achievement Objectives (AMAO) Estimator Tool by the Office of English Language Learners

-Thursday November 29<sup>th</sup>, 2012: Elementary and Middle School Testing Coordinator by NYC Department of Education

-Summer 2010, 2012 and 2013: Quality Education for English Language Learners San Francisco, California by Aida Walki

-Spring 2013: TDB

Teacher Talk & Kid Talk: Our certified ESL and Special Ed Learning Specialists meet with subject area teachers 90 minutes a week during common planning. Kid talk will take place once a week for one hour beginning September and ending in June every Wednesday of the Week. At these meetings, ESL Specialists offer and explain ESL strategies teachers are to use according to students levels, reading and writing ability and years of services received. Some of the topics address are: key social vocabulary for recently arrived ELL students; read aloud strategies for Long Term ELLs, identification of SIFE students, etc. In addition, teachers pose questions about their teaching practice and discuss students who are struggling in their classes or need extra support. The ESL teacher and Learning Specialists share specific interventions and ELL strategies teachers can use in their classes to support their work and their students. These meetings will support Title III activities after school as the students will learn to utilize theses strategies to expand their reading and writing skills. ESL Specialists will build on theses strategies to support students' learning during the Title III after school activities.

### Part C: Professional Development

- o Adult Learning: Our staff meets an hour a week for professional development in grade-level team and subject area teams. The certified ESL and Learning Specialists will provide professional development during this time at least once a month by presenting strategies and interventions that will support our ELL, including our LTE, population. The weekly Adult Learning time will also be a place for teachers to share “best practices” learned at QTELL Institute and for the Inquiry Teams to present information they learned in their research practice. Our staff has attended the QTELL institute for the past three years and we are looking to continue sending teacher to this valuable trainings.
- o Native Language Arts planning time: Native Language Arts teachers and ESL teacher will meet for 45 minutes a week to set long-term goals, plan and map curriculum, and discuss strategies to increase Spanish literacy and prepare students for the AP Spanish exam and the LOTE. While the Title III activities will focus on reading and writing skills, research shows that students who possess strong skills in the native language acquire a second language faster and at higher levels of comprehension. Thus, such planning sessions will further support the language learning taking place during the Title III After school classes.

### Part D: Parental Engagement Activities

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

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

Begin description here: Please note that Title III funds will NOT be used to create parent engagement activities.

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

- ELL parent workshops: We will provide three workshops from at the school about a variety of topics that would be of interest to ELL parents. Each workshop will be two hours long for a total 6 hours of workshops. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, parent resources on ARIS, use of New Visions student trackers and Skedula Program, and academic interventions parents of ELLs can provide at home and college readiness. We will also focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children’s academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops.
- Expansion of our Saturday ESL program: We will expand our current adult ESL program to take

### Part D: Parental Engagement Activities

place for three hours every Saturday, running parallel to the Saturday Academy for ELL students, and will be taught by a certified adult ESL teacher. These classes will teach Level 1 English and is designed for those parents who have had little or no exposure to English, including new arrivals or adults who have lived in the United States for many years but never formally studied English. Each unit of study branches from self to school, family, home, jobs, and community; thus giving ELL parents the vocabulary, grammar, and the expressions to talk about situations and themselves. These activities will not be funded by TitleIII. However, as the parents increase their ability to communicate with staff members about their children, we will be able to increase the effectiveness of the after school TitleIII classes (i.e. attendance, grades and behavior).

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

### 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>	<u>\$11,200</u>	<u>240 hours of per session for ESL and General Ed teacher to support ELL Students: 3 teachers x 10 weeks x 8 hours per week x 50.19 = \$12,045.6</u>
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>		
Educational Software		

**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.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b><u>11,200</u></b>	