



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: EMOLIOR ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X383

PRINCIPAL: DERICK SPAULDING

EMAIL: DSPAULDING@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MYRNA RODRIGUEZ**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this 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
Derick Spaulding	*Principal or Designee	
Deborah Ogedengbe	*UFT Chapter Leader or Designee	
Amy Guabadia	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Miosotis Cruz	Member/ Teacher	
Arleni Ulloa	Member/ Teacher	
Persa Lukic	Member/ Teacher	
Balford Moore	Member/ Parent	
Amber Matthews	Member/ Parent	
Nicole Carter	Member/ Parent	
Balford Moore	Member/ Parent	
Wendy Martinez	Member/ Parent	

** 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

First major recommendation within the 2009 SQR is for...

"Emolior Academy to develop tools to aggregate and organize data so this it is captured in an easily accessible format to facilitate sharing of information and better enable planning. Create systems to share large amounts of data schoolwide." (SQR, 2009, p. 5)

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

By June 2013, school leader will develop a school-wide data collection and dissemination structure so that all pertinent data is aggregated in a systematic manner and is easily accessible to all teachers within a well organized digital system.

Instructional strategies/activities

- 100% of teachers will have access to and utilize a school developed Master Data spread sheet to inform all school planning and instructional decisions. The Master Data spread sheet contains all aggregated data on content, grade and school-wide level collected from aris, ats, cap testing and school evaluation systems.
- 100% of teachers will have access to and utilize the Drop Box digital information sharing system. The access will include sharing of the Emolior Academy Master Data Spreadsheet and all relevant content and grade level data necessary for school-wide planning and instructional decision making.
- Provide a one week summer professional development series that incorporates development and use of Mater Data Spreadsheet and DropBox files for all teachers.
- Align budgetary resources to purchase a school-wide subscription to the DropBox system
- Align budgetary resources to purchase an iPad for every teacher school-wide with the expectation that both DropBox and Master Data Spreadsheet information is available at all times on this iPad during content, grade and school-wide meetings
- Establish content leaders and grade team leads to organize and disseminate school-wide data utilized in our Master Data Spreadsheet and DropBox files
- Collect and share monthly printouts of Master Data spreadsheet to monitor input of all pertinent data
- Conduct weekly administrative cabinet meetings to discuss monitor and revise instructional action plan as needed.
- Utilize weekly common planning periods among teachers, coaches and administration to develop a clear vision of DropBox and Master Data Spreadsheet planning and implementation activities
- Implement a quarterly review of DropBox and Master Data Spreadsheet use to inform planning of instruction and assessments for increased achievement

and proficiency

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

- Supervisor per session (4 days per week) to oversee all programming in building
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (4 days per week) Per Session at (2 teachers x 4 days x 2 hours per week) for after school programs and differentiated professional development.
- Utilization of a CBO (SOBRO) and an intermediary (New Leaders for New Schools) to support afterschool programs schoolwide
- Fiscal alignment through galaxy will entail the following budget indicators: OTPS funding sources for Drop box Software to manage schoolwide files, General Equipment, General Supplies
- Per Sessions codes: Title 1 Priority focus in galaxy
- Middleschool Task force Lines and associated programs for use within regular and afterschool programming.

Instructional strategies/activities

- By June 2013 a minimum of 60% of students will improve at least one level on the Word Generations Writing Rubric with their use of evidence in their essays as compared to the results of their beginning year essay baselines.
- By June 2013 All English, Science, Math and Social studies teachers will collaborate to implement a minimum of 18 interdisciplinary, weekly Word Generation units of study with accompanying vocabulary words **and** produce a minimum of 3 major interdisciplinary writing pieces that are Common Core-aligned with embed expectations for students to develop claims and counterclaims and “to support claims using valid reasoning and relevant and sufficient evidence.” (W.9-10.1) and of the focus standards of the 2012-2013 CIE
- Collaboratively plan and implement Word Generations writing units that develop students’ capacity in targeted areas.
- A word Generations pre-test will be administered to gauge student knowledge of anticipated vocabulary
- Will compare results of 3 yearly writing pieces to a baseline administered in the beginning of the year.
- Teachers will use a complexity writing rubric to assess the quality, rigor and alignment to CCLS of their units.
- Will use protocols to assess the effectiveness of the writing units throughout the year.
- Target the evidence portion of the Word Generations Writing Rubric to use as an inquiry based monitoring of this particular skill in all content areas.
- All English, math, social studies, and science teachers will participate in weekly department planning meetings to support implementation and monitoring, with the support of our school’s network achievement coach.
- Department teams will examine student work from the 2011-12 school years to understand gaps in student knowledge or skill and inform the revision of their instructional units.
- During team meetings, department teams will refine Word Generations curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the Word Generations writing units and repeat the cycle for all future units.
- School leadership will meet weekly with teacher leaders (department chairs), join team meetings on a regular basis, and coordinate Word Generations work across all grades.

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

- Supervisor per session (4 days per week) to oversee all programming in building
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (4 days per week) Per Session at (2 teachers x 4 days x 2 hours per week) for after school programs and differentiated professional development.
- Utilization of a CBO (SOBRO) and an intermediary (New Leaders for New Schools) to support afterschool programs schoolwide
- Fiscal alignment through galaxy will entail the following budget indicators: OTPS funding sources for Word Generations Educational Software for vocabulary acquisition, General Equipment, General Supplies
- Per Sessions codes: Title 1 Priority focus in galaxy
- Middleschool Task force Lines and associated programs for use within regular and afterschool programming.

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

In accordance with the 2012-2013 Citywide Instructional Expectations and the need to improve the C rating attained on our 2011-2012 School Progress Report (pg. 1), Emolior Academy aims to address the need to improve teacher effectiveness, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation utilizing a common, evidence based framework for effective teaching across all grades and content concentration

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

By June 2013, school leaders (Principal and assistant principal) will conduct a minimum of 6 classroom observations per teacher and will provide teachers with feedback and resources to improve their instructional practices aligned to a research-based teacher effectiveness rubric that articulates clear expectations for teacher practice. All teachers will be provided with formative written and verbal feedback aligned to 3 school-selected competencies.

- Designing coherent instruction (Danielson 1e)
- Using questioning and discussion techniques (Danielson 3b)
- Engaging students in learning (Danielson 3c)

Additionally: This formative feedback will be provided within one week after 75% of observations.

Instructional strategies/activities

- Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.
- School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies.
- Principal and Assistant Principal attend summer workshops focused on introduction and implementation of the Danielson Framework
- Discuss Danielson Framework with staff during Emolior Academy Summer PD intensive
- School wide discussion about the targeted focus for the year and the role Danielson Framework will play in the observation process.
- All Staff members complete a self-assessment of their pedagogical practice based on the targeted domains chosen for focus this year.
- By the end of October all teaching staff in accordance with their administrative team lead will engage in a goal setting conference to establish 2 goals aligned to teacher pedagogical need, student need and administrative feedback based on the Danielson Framework
- Principal and Assistant principal will receive training on how to utilize and implement the Teachscape classroom observation system.
- Principal and Assistant Principal will conduct daily formative observations as well as scheduled formal observations utilizing the Danielson Framework language and Teachscape Classroom Observation tool.

- Monitoring and tracking of formal and informal observations will be shared amongst administrative teams for effective teacher feedback and goal progress monitoring.
- An end of the year assessment of the frequency and quality of formal and informal observation feedback will be conducted.

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

- Supervisor per session (4 days per week) to oversee all programming in building
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (4 days per week) for after school programs and differentiated professional development.
- Per Session at (2 teachers x 4 days x 2 hours per week) to cover costs of development in Danielson Framework
- Utilization of a CBO (SOBRO) and an intermediary (New Leaders for New Schools) to support afterschool programs schoolwide
- Fiscal alignment through galaxy will entail the following budget indicators: OTPS funding sources for General Equipment, General Supplies
- Per Sessions codes: Title 1 Priority focus in galaxy
- Middleschool Task force Lines and associated programs for use within regular and afterschool programming.

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

On the 2011-2012 School Learning Environment Survey a majority of students responded that they had been offered opportunities to participate in classes/ enrichment opportunities such as drama, art, music and language but did not take the class or enrichment opportunity. (LES, 2011-2012, p. 11)

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

By June 2013, the percentage of students enrolled and regularly attending one or more after school enrichment programs offered at Emolior Academy program will increase by 15% from 116 to 147 students as measured by student after-school attendance data.

Instructional strategies/activities

- Additionally, at least 60% of all students enrolled will provide a favorable satisfaction rating or higher of their experience within their respective afterschool program choice on the end of year after school enrichment survey provided. The survey is aimed at gauging student reflection on their experience with a particular program and a manner to provide feedback on satisfaction with a particular program and/ or suggestion for improvement of Emolior Academy afterschool enrichment programs as a whole.
- The Guidance counselor and Parent Coordinator will design training modules and host monthly information sessions with parents and students regarding information, enrollment and support of afterschool enrichment programs. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- Ensure monthly parent notices and correspondences are communicated in a timely manner
- Adoption of a monthly parent/ guardian bulletin entitled EAP (Emolior Academy Publication) to highlight Afterschool enrichment topics
- Utilization of 2 yearly open houses for all current and prospective students / families to receive information about afterschool enrichment programs
- Implementation of 2 yearly parent / guardian and student surveys centered around assessing the views, needs and feedback of student and families involved in afterschool enrichment programs
- Schedule of at least 4 yearly school activities aimed at giving families an opportunity to celebrate student accomplishment
- Establish link with at least 1 CBO that will provide parents / guardians with essential services as well as support Emolior Academy's family outreach initiative (SOBRO Organization)

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).
 - Supervisor per session (4 days per week) to oversee all programming in building
 - Professional instructional materials to support curriculum development during the regular school day.
 - Consumable instructional materials for use during extended day programs.
 - Teacher per session (4 days per week) for after school programs and differentiated professional development.
 - Per Session at (9 teachers x 4 days x 2 hours per week) to cover all afterschool programming schoolwide
 - Utilization of a CBO (SOBRO) and an intermediary (New Leaders for New Schools) to support afterschool programs schoolwide
 - Fiscal alignment through galaxy will entail the following budget indicators: OTPS funding sources for Achieve 3000, Wilsons and Access code Educational Software, General Equipment, General Supplies
 - Per Sessions codes: Title 1 Priority focus in galaxy
 - Middleschool Task force Lines and associated programs for use within regular and afterschool programming.

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

The second major recommendation made for our school within the 2009 SQR is to...

*"Expand systems for sharing performance data and information with families regarding explicit and clear next steps for students to achieve their goal."
(SQR, 2009, p. 5)*

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

By June 2013, school leaders will increase the percentage of parents utilizing the Teacher Ease online grading system by 6%. The increase in parent login and usage will increase from 37% (last year's total) to 43% (this year's anticipated result) and will be measured by the amount of logins recorded by year's end.

Strategies to increase parental involvement and engagement

- To address this need, Emolior Academy moved to an online grading system that allows teachers, students, parents and administration to monitor student grades online. Additionally parents may check their child's progress at any time, send communication to teachers and print reports of current grades, missing assignments and progress reports outside of school. Every child and parent has been given a login name and password specific to their child and has no limitations on the amount of opportunities an individual may login into the system.
- Provide a 3 day summer development seminar for 18 teachers to train on the Teacherease system
- Purchase a yearly subscription for all teaching staff to Teacher Ease grading system for 18 teachers
- Establish content leaders to organize and share school-wide data in Teacher ease system
- Send weekly updates to the entire school community alerting parents of new items posted to Teacherease
- Conduct quarterly development sessions for parents in English and Spanish to engage in the Teacherease system
- Conduct weekly administrative cabinet meetings to discuss monitor and revise instructional action plan associated with Teacher ease as needed.
- Provide ongoing Professional development and Teacherease training for all staff members to effectively utilize the grading system
- Provide a quarterly survey for both teachers and parents to gain feedback and ascertain current need related to Teacherease system
- Implement a quarterly review of all school data presented in Teacherease along with measurement of logins monthly
- Development of an incentives program for students meeting personal goals related to improved safety and respect program

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

- Supervisor per session (4 days per week) to oversee all programming in building
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Utilization of a CBO (SOBRO) and an intermediary (New Leaders for New Schools) to support afterschool programs schoolwide
- Fiscal alignment through galaxy will entail the following budget indicators: OTPS funding sources for General Equipment, General Supplies
- Per Sessions codes: Title 1 Priority focus in galaxy
- Middleschool Task force Lines and associated programs for use within regular and afterschool programming.

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	<ul style="list-style-type: none"> • Achieve 3000 • Wilson • Guided-Reading/ Reciprocal Reading • Access Code • Word Generations 	<ul style="list-style-type: none"> • Students receive AIS services through an Emolior Academy skills class and push-in intervention service targeting literacy, reading and writing skills development / reinforcement through our own developed program. This program includes skill practice worksheets sheets, enrichment exercises; Literacy based games, test preparation, re-teach and goal setting. • Small Group Instruction • One-to-one • Small group tutoring 	<ul style="list-style-type: none"> • Students receive AIS based service (described above) for an hour-long session, twice a week as part the Emolior Academy afterschool programming. (Beginning in January as part of our school test preparation) • Students also receive the same AIS based service (described above) for a 2-hour long session, once a week on Saturdays as part the Emolior Academy 7 week ELA State Assessment preparation programming. • Morning program • Extended day 2x per week • Afterschool program
Mathematics	<ul style="list-style-type: none"> • Achieve 3000 • Wilson • Guided-Reading/ Reciprocal Reading 	<ul style="list-style-type: none"> • Students receive AIS services through push-in intervention service targeting numeracy skills development / 	<ul style="list-style-type: none"> • Students receive AIS based service (described above) for an hour-long session, twice a week as part the Emolior

	<ul style="list-style-type: none"> • Access Code • Word Generations • Small Group Instruction 	<p>reinforcement through our own developed program. This program includes skill practice worksheets sheets, enrichment problems, mathematics based games, test preparation, re-teach and goal setting.</p> <ul style="list-style-type: none"> • Small Group Instruction • One-to-one • Small group tutoring 	<p>Academy afterschool programming. (Beginning in January as part of our school test preparation)</p> <ul style="list-style-type: none"> • Students also receive the same AIS based service (described above) for a 2-hour long session, once a week on Saturdays as part the Emolior Academy 7 week Math State Assessment preparation programming. • Morning program • Extended day 2x per week • Afterschool program
Science	<ul style="list-style-type: none"> • Achieve 3000 • Guided-Reading/ Reciprocal Reading • Word Generations • Small Group Instruction 	Grade 7 and 8 after school study program focuses on Science content necessary in preparation for the 8th grade State Science Assessment and portfolio projects.	<p>Morning program</p> <p>Afterschool program</p>
Social Studies	<ul style="list-style-type: none"> • Achieve 3000 • Guided-Reading/ Reciprocal Reading • Word Generations 	Grade 7 after school study program focuses on Social Studies content necessary in preparation for an Emolior Academy developed 8th grade Social Studies Assessment and portfolio projects	<p>Morning program</p> <p>Afterschool program</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Cabinet team • Crisis intervention team • RTI • 504 Accommodation • Referrals 	In school and after school counseling is available in a group and individual setting. Target scholars who are undergoing similar behavioral and academic challenges. Outside counseling referrals are provided for those found to be in need of additional	<p>Pull out services</p> <p>Before, during and after school conferencing</p>

		services. Services provided include: conflict resolution, crisis intervention, family support services, and referrals to community-based organizations along with classroom management support to teachers.	
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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.

- Work with the RIZE organization to recruit teachers interested in working in Urban school settings
- Collaborate with Network Support organization and NLNS to identify potential teachers and staff members
- Utilize advertisement mediums such as the Times and Craigslist to advertise vacancies and identify potential teacher and staff members
- Attend recruitment fairs hosted by Dept. of Education
- Work with Teach for America and Teaching Fellows programs to identify newly trained teachers
- Allocate funding for one instructional coach to provide customized on-site support to teaching staff through modeling, observations, and immediate feedback.
- Allocate title 1 funding to hire an additional content teacher to provide small group instruction by reducing class sizes across entire 7th grade.
- Utilize Emolior Academy Intermediary resources to acquire curriculum design professional development services from Aussie corporation.
- Utilize a schedule that incorporates weekly common planning time across content areas.
- Utilize Title 1 funding to hire a D.O.E. sponsored teacher mentor to provide support services for all new and 2nd year teachers
- Utilize a technology sharing site to post all content curriculum maps, rubrics and unit projects
- Participation in summer and yearlong Emolior Academy developed Individualized Professional Development program (EIPD) aimed at increasing teacher instructional capacity on topics such as Project Based learning, differentiation and student feedback.
- Teacher recruitment through DOE screening process.
- Designing and implementing project based curriculum that meets the city / state standards, while incorporating hands-on activities

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 Emolior Academy. 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 1st 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.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	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	247	Total Number of ELLs	44	ELLs as share of total student population (%)	17.81%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other <u>TW</u>														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	8	20					38
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic							2							2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2	1					3
TOTAL	0	0	0	0	0	0	12	11	21	0	0	0	0	44

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

A. Programming and Scheduling Information

Education Student Information System (SEGIS).

The ELL-SWDs take Physical Education classes with their general education peers twice a week in the gym. At a curricular and instructional level, ELL-SWDs work with the same Social Studies and Science teachers from general education, so they are exposed to different teaching styles and philosophies within the least restrictive environment. These Content area teachers differentiate their lessons to accommodate the ELL-SWDs needs. They have also lunch together, so they are able to socialize and interact with their non-disables peers. Once a week, they meet in the auditorium with the rest of the school to participate in Common Circle whose mission is to develop strong character qualities for the preparation to ultimately gain admission to and be successful in College. They participate in every school-wide activity like Community Day, Field Day, Cultural trips, College tours, Artistic events such as Emolior Idol and The Talent Show. Our ELL-SWDs are well integrated and are an important component of our school family.

Courses Taught in Languages Other than English ⓘ

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:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

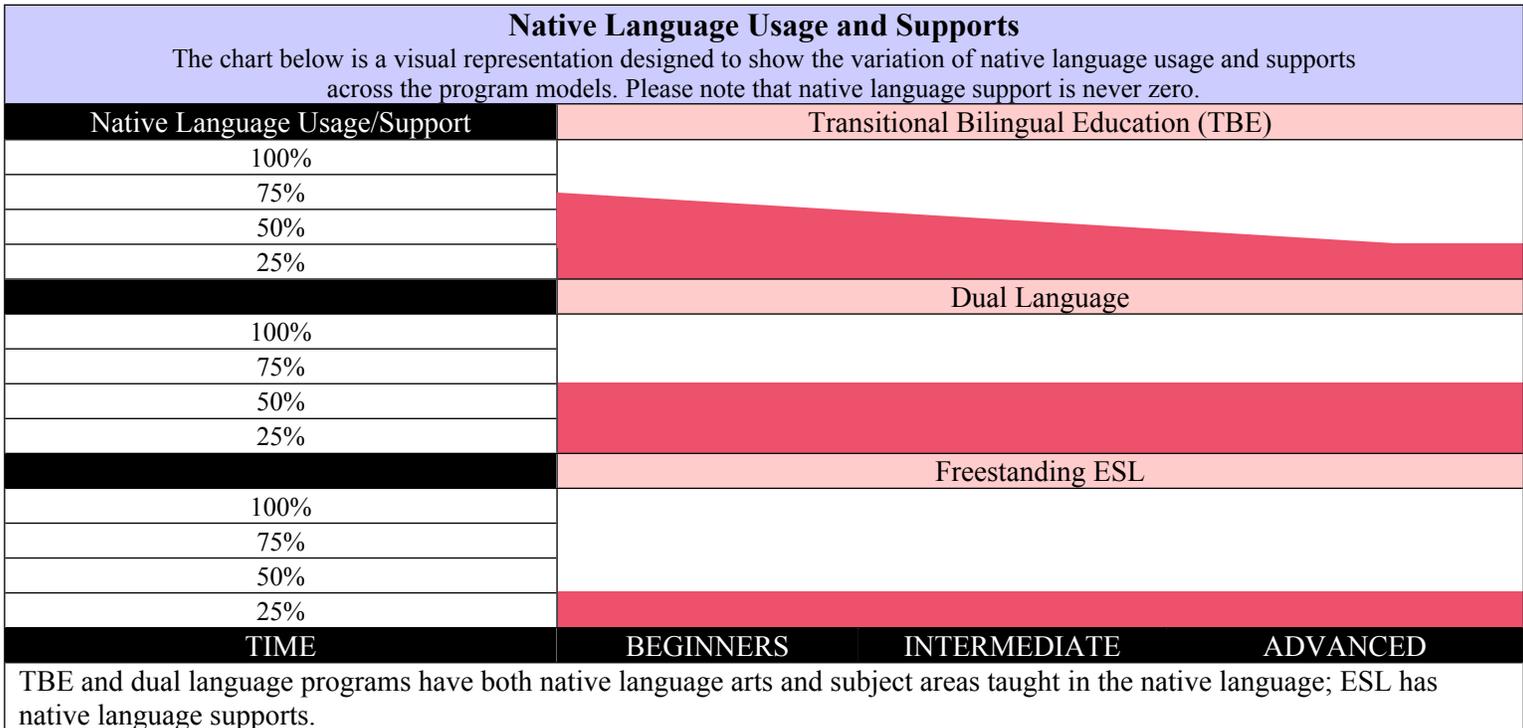
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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

ELA:

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

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

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

Mathematics:

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

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

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

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

Social Studies/ Science

We have a Social Studies and Science textbook/workbook that are in Spanish. Content area Teachers assign certain passages that correlate to what the English speaking peers are doing.

Secondly, there is a Spanish version of the textbook on CD that the teacher is assigning to ELLs to give them the opportunity to practice at home from their computers. We are in the process of ordering the Rosetta Stone Licenses, so beginning ELLs will have access to grade level materials in each class and each grade level. We hope to have that in place by December this year. There is a ESL Resource Center with a collection of books to support different topics regarding Social Studies and Science as well. We are currently reaching out to different schools for lower level resources to support ESL instruction in Social Studies and science. Currently, we are getting subscriptions to three magazines for kids: Times, National Geographic, and Current Events.

Lastly, for both subjects, we take a closer look at our schedules and our teaching resource to be able to match up articulation periods for the ESL teacher, and the Language Development Support teacher to work with content area teachers and give them proper resources.

For continuing transitional support for ELLs reaching proficiency on the NYSESLAT, we identify them as a target group within each grade, making sure they are in the same general class setting receiving specific and focus support. We are making F-ELLs one of the Comprehensive Educational Plan (CEP) goals to track their performance on their test assessments. Additionally, making it one of our Inquiry goals this year to monitor how they are doing in our school system after receiving mandated ESL services.

We are monitoring their progress on a spreadsheet for every content area and every grade level of our Emolior Academy Master Data spreadsheet. In addition, F-ELLs in 7th and 8th grade are being targeted by our High School Articulation Team to work with parents and students to ensure that former ELLs are being specifically supported through the high school process to ensure proper placement for their specific needs. Additionally, former ESL students are invited to after school programs through Title I funding.

The articulation of the ELL Saturday Academy will be implemented this year to provide extra support in ELA and Math through visuals, resources and supplementary materials. In addition, ELL parental involvement will be strongly addressed to improve the academic achievement of our ELL population.

Long term ELLs receive one or two units of ESL (depending on NYSESLAT proficiency levels instruction in small group push-in or pull-out ESL programs. They are also provided with supplemental after school math and literacy instruction through Title I funds. English Language Learners in special education programs receive mandated units of ESL based on their level of proficiency and/or their Individual Education Plan (IEP). Additionally, in order to meet a special education student's academic language needs, an alternative placement paraprofessional is provided in the student's native language when indicated in students' IEP.

Emolior Academy offers several afterschool and clubs activities: CBO SoBro afterschool program, Knitting Club, Young Runners Club, Art Club, Zumba Club, the Butterfly Project, X-Box Club, P.U.L.C.H.E.R (Positive Uplifted Ladies-who are- Centered Healthy Educated and Relevant), El Club de Español, a series of Youth Workshops addressing teenagers concerns and issues, and School Sports like Basketball from 6-8. We also provide tutoring sessions before and afterschool in every subject and content area for every grade: Math, ELA, Science, Social Studies, Spanish and ESL. All ELLs are afforded equal access to all school programs.

Additionally, an ELL Math before school program and ESL afterschool program will be created utilizing Title III money to target ELL beginning and low intermediate levels with the purpose of addressing their specific needs and with native language support. Advanced

ELLs have access to regular tutoring in every subject area upon request. All the clubs, tutoring, and workshops post their flyers around the school, and a master calendar is school-wide distributed with dates, times, and teachers in charge of every activity.

Media technology resources such as videos and audios (books on tape), will continue to be utilized. In addition, Emolior Academy has recently acquired Promethean Boards that are interactive white boards that combine computers, overhead projectors, and televisions into one tool. Meaningful activities, videos, presentations, games, worksheets, notes, graphic organizers, etc. can all be displayed through these interactive white boards to support all ELL levels of proficiency. Intermediate and Advanced 6th ELL scholars enjoy the use of Sony e-readers to encourage them get excited and engaged about reading. The e-reader's dictionary feature allow them to better understand complex reading by increasing vocabulary, and the highlighting feature is used to sound out multisyllabic words and to identify main idea and/or details.

Spanish native support is delivered in the Free Standing ESL program to Beginners and low Intermediate ELLs only by providing translated materials, explanations, and definitions of complex content material, to better utilize ELL's prior knowledge in their native language. Then, target vocabulary and language structure in English are emphasized through content objective and language objective planning and delivery to promote accelerated language development.

Services support and resources correspond to advanced and high intermediate ELLs' ages and grade levels. However, due to the influx of beginner ELLs in recent months, resources are getting limited or are not tailored for this specific population. Audio visual resources and scientifically based methodology will be purchased using Title III money to create a competitive program for Beginner ELLs in order to accelerate their language development.

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

Newly enrolled ELL student are given a tour around the school to get them familiar with the premises and the staff. The ESL teacher answers questions and concerns and invites them to keep in contact beyond regular group sessions (e.g: lunch time, recess, afterschool programs, etc.) to make them feel valued and supported and to address any concern and/or clarify new routines and expectations from Emolior Academy. The ESL teacher keeps in contact with newly enrolled ELL's parents through cellphone and e-mail communication to know more about the family culture and beliefs. 6th grade ELL scholars who are enrolled before the beginning of the school year are able to enjoy a Welcome Barbecue party where ELLs families and school staff get the time to introduce each other to build school culture.

Spanish as a Foreign Language or language elective is offered to our ELLs. The vast majority of our ELL population are Spanish heritage speakers and Spanish dominant speakers. They enjoy the class because they feel they contribute with their base knowledge to the school culture and they invite and engage peers from different ethnic backgrounds to explore and interact in Spanish.

C. Schools with Dual Language Programs

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

Emolior Academy does not offer Dual Language Programs

D. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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?

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

Emolior Academy has partnered with SoBro (South Bronx Overall Economic Development Corporation) which provides afterschool support and programming for student as well as supporting resources for ELL parents such as Adult basic education and Career development.

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	3	4					10
Intermediate(I)							5	4	9					18
Advanced (A)							4	4	8					16

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	11	0	10	0	5	0	0	0	26

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

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

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

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

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.

Our ELA Department uses Fountas and Pinell as an assessment tool to assess the literacy skills of our ELLs from 6th to 8th grade. Our Self-contained Special Education classes use the Developmetnal Reading Assessment or DRA to assess our ELLs with IEPs. DRA and Fountas and Pinell assess student reading achievement in reading engagement, oral reading fluency, and comprehension. They provide information to identify student's independent reading levels and the next steps to take to help scholars improve their reading skills.

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

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

Our incoming ELLs are literacy and Math speaking performing at 2nd, 3rd, and 4th grade level. That is the reason we are currently getting appropriate material. Up until last year, ELLs and F-ELLs were the fastest growing population. Last year, this population performed at average, therefore we are taking a specific look to the support we have in place, our curriculum and how we monitor data from day to day classes. Additionally, we created our own writing baseline assessment, we utilize the State Acuity test, the ELL Periodic Assessment and Periodic Assessment in Science and Social Studies. This information is shared in our Master Data Spreadsheet in the Dropbox (a web-sited file hosting service that enables users to store and share files and folders across the internet) so every teacher has immediate access to this relevant information. Regarding the ELL Periodic Assessments, the results are analyzed by the ESL Coordinator and then, turnkey to all content area and grade teams. The information is included in the Dropbox for every teacher to see at any time.

Emolior Academy does not offer Dual Language Programs at this time

The ESL Coordinator evaluates the NYSESLAT annual results and identifies the Annual Measurable Achievement Objectives(AMAOs) to measure and report on progress toward and attainment of English proficiency and academic achievement standards of our ELLs. The findings are reported back to the School Leadership Team and Content area teachers. Recommendations are made in order to improve the effectiveness of our ESL program and ELL experience at Emolior Academy which aims to provide educational opportunities that will enable the ELL to be an independent learner, successful in the classroom, and a productive member of society.

Additional Information

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

No additional information at this time.

Part VI: LAP Assurances

School Name: Emolior Academy

School DBN: 12X383

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** CFN 608

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Emolior Academy	DBN: 12X383
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
This school is (check one): <input checked="" type="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 checked="" 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: 38 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 type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Emolior Academy is a small, neighborhood, 6th – 8th grade school committed to ensuring that all of our students achieve at the proficient or advanced level in each subject area and develop strong character qualities for the preparation to ultimately gain admission to and be successful in college. Our current student population is 250 students. We have 3 self contained Special Education classes and to date have identified 38 English Language Learners of varying proficiency in our school. All 38 students will be serviced throughout the year as per state mandate. One of our goals at Emolior Academy is to provide quality instruction to ELL students in order for them to achieve academic proficiency in the English language. To accomplish this goal, ELL's are provided with strategies to reinforce skills in all content areas. They will continue to be provided with additional opportunities beyond the school day to acquire maximum language acquisition after school programs in reading, math and science, including Academic Intervention Services

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

The afterschool program will allow for differentiated instruction. Groups will be fluid depending on students' strengths in subjects as well as their language skills. All ESL students will also have technology instruction and language support as needed utilizing the Vocabulary Spelling City Program. Newcomers are given special attention to ensure that their academics do not fall below their grade level while they are acquiring English. Newcomers will receive an accelerated ESL/Literacy program instruction to build an active base of words and sentence patterns for immediate spoken use; read short simple stories for enjoyment, exposure to extensive vocabulary, structures, and the rhythm of English; learn the order and formation of letters of the alphabet with sound/symbol correspondences using words they are familiar with. Additionally, identified SIFE students will receive Native Language Support and ESL instruction to ease transition to a supportive environment that responds to the immediate social, cultural, and linguistic needs of immigrant adolescents with limited schooling. ELL with disabilities will receive Wilson

Part B: Direct Instruction Supplemental Program Information

Reading System instruction, a highly-structured remedial program that directly teaches the structure of the language to students who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. Instruction is delivered 4 times per week for 60 minutes in 1:1.

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

- o Access Code
- o Achieve 3000 Program
- o Vocabulary Spelling City
- o Select supplementary classroom libraries
- o Supplementary native language/English dictionaries

The afterschool program will consist of 1 ESL/Bilingual certified teacher. Our certified ESL/Bilingual teacher will be planning and teaching with the collaboration and input of our ELA team to provide assistance for all participating ELL's in alignment with the ELA Common Core Standards. They will decide together how and when groups are appropriate within a class structure and will collaborate on all assessment decisions, resources and overall implementation of instruction.

This year, we are targeting students in the 6th, 7th, and 8th grades that are receiving 4-6 years of ELL services because they are at risk for becoming long-term ELLs. We are implementing an afterschool program that focuses on reading comprehension and the strategies associated with becoming a proficient reader. This program will begin in November 2012 and run through April 2013 with the ESL/Bilingual teacher meeting with students at different before and afterschool scheduled sessions according with their Language Proficiency needs.

Instructional program runs from November 26, 2012 to April 26, 2013

Mondays 2:25-4:05

Tuesdays 3:30-4:45

Wednesdays 3:30-4:45

Wilson reading program will run from November 26, 2012 to April 26, 2013

Monday 7:25-8:15

Tuesday 7:25-8:15

Wednesday 7:25-8:15

Friday 7:25-8:15

The program will utilize the Empire State NYSESLAT preparation book to reinforce comprehension strategies learned in our daily units of study. Additionally we will be using the Achieve 3000 program to

Part B: Direct Instruction Supplemental Program Information

support our program which allows us to differentiate by lexile score in English, and at the same time provide native language support when necessary. Writing intervention will focus on essay and long answer writing in response to pictures, prompts, and non-fiction text supplied by the Achieve 3000 program. Intermediate ELLs will receive Literacy reinforcement through the Access Code Reading Program, a web-based, supplementary curriculum for struggling readers in Middle school to acquire/strengthen, apply, and generalize phonics rules for improved fluency and comprehension. and After the NYS ELA exam in April, students will continue to use the Achieve 3000 program to strengthen their reading fluency and rate, but begin an intensive workshop designed specifically for the components of the NYSESLAT exam. We will use the NYSESLAT test prep book as well as other teacher designed interventions. Further data analysis of the modality breakdown for the NYSESLAT scores from last year will be utilized to dictate the focus of these lessons.

Part C: Professional Development

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

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

Begin description here:

Professional Development

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

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

Our ELL teacher will attend a series of instructional support strategy workshops with a special focus on ELL's as well as turnkey professional development opportunities for all teachers that work with ELLs.

Part C: Professional Development

Because almost all of our teachers teach ELL students, the professional development plan is as follows:

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

- September – ELL Parent Orientation (facilitated by our ESL teachers)
- October – Open House Meet and Greet
- November – Parent/Teacher Conferences

Part D: Parental Engagement Activities

- December – Helping Parents Prepare Students for the ELA Exam
- January – Family Math and Science
- February – Life Skills Workshop
- March – Preparing your Child for the NYSESLAT
- May – Multicultural Fair
- June – Summer Reading

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

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

Part 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.
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Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		