



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)



SCHOOL NAME: ENTRADA ACADEMY

DBN: 12X384

PRINCIPAL: SOCORRO DIAZ

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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
Socorro Diaz	*Principal or Designee	
Bernadette Rohan	*UFT Chapter Leader or Designee	
Rosa DeJesus	*PA/PTA President or Designated Co-President	
Eileen Romero	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Heather Wright	Member/ UFT	
Cindy Medina	Member/UFT	
Gladys Gomez	Member/Parent	
Robyn McIntosh	Member/Parent	
Meylin Peralta	Member/Parent	
Flor Sanchez	Member/Parent	
	Member/	

** 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

We believe that administrators should be more visible inside of classrooms, and more consistent and frequent about providing feedback on teaching, based on the following data:

- Our lowest-ranked aspect in the area of School Environment was Communication, with a 6.8 (2011-2012 School Progress Report, pg. 4)
- A total of 19% of teachers “disagreed” or “strongly disagreed” with the following statement: “School leaders give me regular and helpful feedback about my teaching.” (2011-2012 Learning Environment Survey, pg. 14)
- 56% of teachers disagree with the statement, “The principal at my school knows what’s going on in my classroom.” (2011-2012 Learning Environment Survey, pg. 17)

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

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, school leaders will conduct a minimum of 8 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.

Instructional strategies/activities

- I. The rubric for the evaluation of teachers will be the Danielson rubric. Teachers were introduced to this rubric at content-area meetings in October 2012. Administrators have participated in monthly practices with a coach from the Office of Teacher Effectiveness, which has been deepening administrators’ understand of the Danielson Framework, and provided structured opportunities to practice cycles of unannounced observations.
- II. At least 80% of teachers will conduct self-assessments on ARIS Learn, using the Danielson framework as a measure. This was accomplished in November 2012.

- III. At least 80% of teachers will complete a personalized plan for development based on their results from the self-assessment on ARIS Learn. This was accomplished in November 2012.
- IV. Administrators will conduct cycles of frequent unannounced observations with timely actionable feedback based on the Danielson Framework. Administrators will conduct 2-4 observations of each teacher, and will have provided feedback, by February 2012.
- V. Administrators will use data from the observations to conduct mid-year conversations with each teacher. These conversations will have taken place by February 2012.
- VI. Administrators will conduct at least 3 total observations together in order to calibrate the quality of feedback that teacher receive. Administrators will calibrate feedback by March 2012.
- VII. Administrators will conduct at least 2-4 more observation cycles by June 2013.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here Title I P/F funds_____

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).

Funding will be used to pay substitutes to come in while our staff conducts learning opportunities and inter-visitations. We will also obtain a professional book for the entire staff as a guide for our instructional goals: “*The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in your school*”. We will target four teachers per month from October 2012 until May 2013. Teacher swill use two teaching periods (90 minutes) for inter-visitations and debrief bi-weekly.

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

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

Major Recommendation

We believe that the rigor of tasks given to students, their applicability to 21-st century demands, and the expectations of students’ overall abilities can all be improved.

- 33% of students indicated that in 2011-2012, they were asked to “complete an essay or research project using multiple sources of information” 2 or fewer times. (2011-2012 Learning Environment Survey, pg. 9)
- 43% of students indicated that in 2011-2013, they were asked to “complete an essay or project where [they] had to use evidence to defend [their] own opinion or ideas” 2 or fewer times. (2011-2012 Learning Environment Survey, pg. 9) (2011-2012 Learning Environment Survey, pg. 9)
- In 2012—2012, 35% of teachers disagreed with the statement, “My school sets high standards for learning;” 41% disagreed with the statement, “My school sets high standards for student work in their classes.” (2011-2012 Learning Environment Survey, pg. 13)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

By June 2013, 90% of teachers will engage in the collaborative inquiry process on teacher teams to develop curriculum maps and rigorous CC-aligned units of study that include common benchmark assessments and a culminating performance task with targets and multiple entry points to ensure student success as evidenced by artifacts from teacher team meetings and observations.

Instructional strategies/activities

- I. Teachers will receive professional development in the following areas/topics:
 - i. Literacy Shifts in the Common Core Learning Standards (Occurred from May – August 2012 in the ELA Department; continued in January 2013 with the Science and Social Studies Departments).
 - ii. Development of rich, complex culminating performance tasks, including Webb’s D.O.K.

- II. All six units of study in English Language Arts will meet most of the criteria on the Tri-State Quality Review Rubric for Lessons and Units, as evidence by scores of “2” or “3” on all sections of the rubric.

- III. At least four units of study in Math will meet most of the criteria on the Tri-State Quality Review Rubric for Lessons and Units, as evidence by scores of “2” or “3” on all sections of the rubric.

- IV. At least two units of study in both Science and Social Studies will meet most of the criteria on the Tri-State Quality Review Rubric for Lessons and Units, as evidence by scores of “2” or “3” on all sections of the rubric.

- V. Teacher teams will be provided with per session monies to write and evaluate curriculum throughout the year (Tri-State Quality Review Rubric used for evaluation).

- VI. Content areas will have regular meetings (built into programs) during which they will follow protocols to examine student work on Common Core-aligned literacy and math tasks. They will follow through on recommendations made from at least one of these examinations to adjust or create a future unit of study.

- VII. All Bulletin Boards and Student Portfolios will be updated at least four times a year with Common Core-aligned student work.

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: Title I P/F funds

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).

Funding will be used to pay substitutes to come in while our staff conducts learning opportunities and inter-visitations. Teachers will have opportunities to revisit our current curriculum. In addition, they will work to align it to the core standards. Teachers will meet for two (2) hours biweekly to review, revisit and discuss current curriculum and tasks alignment to the common core standards. Additionally, our literacy coach will meet with the instructional team twice a month for two hours after school until June to review current assessments used at our school.

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

We believe that data-driven instruction must go beyond data collection, and we move to focus efforts on using data to inform instruction and communicate it with parents and students, based on the following:

“Establish a structure where school leaders and teachers can systematically evaluate the ways assessment information is organized and shared with students and families in order to make appropriate adjustments that increase student achievement. School leaders distributed aggregated data on student achievement in the beginning of the school year, but the staff have not discussed or evaluated aggregated student achievement since then. The school has therefore not been able to determine what adjustments should be made to the way in which they gather, analyze and use data to improve teaching and learning.” (SQR, 2009-2010, pg. 5)

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

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

At least 50% at Entrada will be able to show evidence of understanding and analyzing data to track student progress, create assessments, identify student needs, and be able to use the data to drive their instruction.

Instructional strategies/activities

- I. Teachers will collect record and analyze multiple sources of data on a regular basis. This will be done at weekly curricular team meetings as well as at our monthly professional development sessions.
- II. Teachers will make better use of existing DOE platforms such as ARIS and ACUITY. Teachers will be shown additional effective electronic tools that will aid them in the process of collecting, analyzing, and manipulating data.
- III. Teachers will make effective use of data to track student progress by not only collecting the data, but also being able to identify a clear action plan as to how the data will drive instruction. Teachers will be required to change their teaching strategies because of the data collected in order to meet the needs of their students.

- IV. A subset of teachers will identify a subgroup of students for whom to make a plan of action; the progress of those students will be tracked over at least one semester.
- V. Data will be reviewed regularly by teachers and administration.
- VI. Teachers will have at least one observation of the year focused on how they use data in their classroom.
- VII. Teachers and administrators will maintain a master electronic file that contains basic information on each student such as age, hold over status, reading level, previous summative assessments, as well as, fluid data that pertains to their progress in each curricular area.
- VIII. Teachers will be required to share multiple data points about a student with their parents during at least one parent-teacher conference.

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: _ Title I P/F funds _____

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).

Teachers will be provided with online tracking software such as ALEKS, BrainPOP, TeacherEase, and ESL Reading Smart. Entrada also administers the DRP testing which tracks student's Reading Level. These systems will support staff in collecting, reviewing and analyzing student data.

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

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

Major Recommendation

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

Goal based on student incident reports and student suspension rates from OORS Data Reports (OORS, 2011-2012)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

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

By June 2013, school leaders and staff at Entrada Academy will integrate intervention systems to promote a safe and positive school environment as measured by a decrease of 5% in Principal and Superintendent suspensions on OORS.

To promote positive behaviors that support academic success, a safe and nurturing school environment, and opportunities for social and personal growth.

- Number of suspension due to behavior issues in the classroom will decrease, as compared to last year.
- Number of students making it late to class will decrease.
- Increase student satisfaction as measured by student involvement in school programs and activities.
- Increase teacher satisfaction as measured by more teachers reporting being supported in addressing student behavior and discipline.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups, - Student body
 - b) key personnel and other resources used to implement these strategies/activities,- Entire Faculty and staff
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments. Number of suspension due to behavior issues in the classroom will decrease, as compared to last year. Implement a school-wide behavior management system that is consistent across all grades and contents.
 - d) timeline for implementation.- September 2012- June 2013
- Ensure that 90 % of staff is trained in classroom management strategies incorporating Positive Behavior Interventions and Supports.
- Develop a School-wide Positive Behavior Intervention and Support systems that recognize and reward students for engaging in

positive behaviors.

- School leaders emphasize and reinforce relevant rules and procedures throughout the school year.

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: __ Title I P/F funds _____

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).

Entrada will provide teachers with Professional Development opportunities in house and outside to include Guided Discipline and Classroom Management. We are using The Center for Integrated Teacher Education (CITE) as an organization to provide teachers with one on one behavior management strategies and instructional feedback (as needed). The Center for Integrated Teacher Education is dedicated to providing Practical, Affordable and Convenient training for the working professional. For over 25 years teachers, administrators and individuals in the public and private sector have earned the career skills to succeed in their career goals.

CITE will work with five (5) of our new teachers and four (4) of our teachers with less than four years of teaching experience. Teachers will be visited twice during a two month period. Visits include an inside classroom visitation and a 45 minute period debrief session.

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

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

Major Recommendation

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

Goal based on student and parent responses from school's Learning Environment Survey (LES, 2011-2012)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

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

By June 2013, school leaders will increase the percentage of parents who actively engage in school activities with a focus on understanding expectations of the Common Core Learning Standards and their role in promoting their child(ren)'s success at school as measured by a 10% increase in parent response rate to the 2012-13 Learning Environment Survey.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups, **-Schedule workshops and informational sessions to address the specific needs. I.e., Immigration services, Homelessness Prevention, and Housing Programs. Adolescent Health and Hygiene, Child Identity Theft Prevention, and Family Crisis Intervention**
 - b) staff and other resources used to implement these strategies/activities, **Catholic Charities Home Base Program, Bronx Health Links, Legal Shield, and the LIFT Program.**
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, **Periodic classroom conferencing with parents, access to Teacher Ease, Acuity and ARIS.**
 - d) timeline for implementation.- **October, 2012 through June, 2013**
Our Action Plan will include the following:
 - i. Parent Guide to Student Success –clear grading policy
 - ii. Parent Involvement Plan (PIP)
 - iii. Parent Coordinator / Instructional Coach led workshops
 - iv. Additional workshop/trainings/meetings using Title 1 Parent Involvement and Parent Engagement set-aside funds

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: _ Title I P/F funds _____**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).

Entrada will provide workshops for parents in collaboration with Community Based Organizations. We are currently working with the following community based organizations: NYCPP- New York City Participation Project; SISDA/ BEACON- Simpson Street Development Association; LIFT-Legal Information for Families Today. Money will be used to provide incentives for families and parents participation; organize trips and pay for transportation.

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	Tier II and Tier III interventions (Wilson Reading Systems; Just Words; REWARDS)	Small group instruction	During the school day; one period a day.
Mathematics	Regents Math curriculum for self-selected students	Extra 150 mins./week of whole-class instruction for self-selected students.	Starts in Extended Day and continues into after-school hours.
Science	Regents Science curriculum for self-selected students	Extra 150 mins./week of whole-class instruction for self-selected students.	Starts in Extended Day and continues into after-school hours.
Social Studies	n/a	n/a	n/a
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic counseling	One-on-one and/or small group	During school day

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.

The New York City Department of Education (NYCDOE) in collaboration with the New Teaching Fellows, Teach for America, Colleges and Universities and other educational organizations works to ensure the hiring of qualified teachers.

Throughout the year, the NYCDOE offers multiple opportunities for schools to participate in hiring fairs. Due to the high levels of accountability at the city and state levels, we cannot longer afford to hire non-qualified teachers. In addition, we use our Title I funds for any curriculum or professional development needs.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. **Entrada Academy'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. **Entrada Academy** 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;

Entrada Academy'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, **Entrada Academy** in collaboration with Bronx Health Links and Bronx Works 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;

Entrada Academy 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

Entrada Academy

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;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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/ RudyRupnarain	District 12	Borough Bronx	School Number 384
School Name Entrada Academy			

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

Principal Socorro Diaz	Assistant Principal Brenda Gonzalez
Coach Christina Natalello	Coach type here
ESL Teacher Evangelina Ramirez, ESL Teacher	Guidance Counselor Enrique Roman Bil Counselor
Teacher/Subject Area Elyn Ballantyne, ESL Teacher	Parent Josefa Poueriet
Teacher/Subject Area Disneleyda Lopez, Spanish	Parent Coordinator Veronica Rivera
Related Service Provider Ivette Gonzalez (Speech)	Other Elayne Santos Math
Network Leader type here	Other Maria Morales Bil Special Ed

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	2	Number of certified bilingual teachers	4	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	4	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	347	Total Number of ELLs	122	ELLs as share of total student population (%)	35.16%
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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. 

1. When new students are enrolled, the Home Language Identification Survey (HLIS) is completed by the parent or guardian and facilitated by our principal Ms. Diaz who is a bilingual Spanish/English pedagogue. If she is unable to facilitate one of our trained teachers (ESL Teachers: Ms. Ramirez, Ms. Ballantyne) will complete this portion. As part of the enrollment process an informal oral interview in English and in Spanish is conducted, 98% of our ELLs speak Spanish as their first language, therefore all interviews are conducted in Spanish, unless a parent requires otherwise. Based on an analysis of the answers to the HLIS and the informal interview students who qualify to take the Revised Language Assessment Battery(LAB-R) are administered this test by the ESL teacher or bilingual (English/Spanish speaking) teacher Ms. Morales within the first 10 days. The LAB-R is hand scored by the administering teacher and if the student qualifies for ESL services the parents are contacted by the parent coordinator.

The New York State English as a Second Language Achievement Test (NYSESLAT)is administered with the same high level accountability as another other state test. Letters are sent home to parents to notify them about the days and times of the test, information is provided in both English and Spanish so that parents are informed. All our ELL students are administered the NYSESLAT by our ESL and bilingual teachers. The data specialist runs the RNMR report from ATS organizing the data to show how the students performed on each modality. This report is color coded and distributed to each teacher to review and use accordingly for student grouping and show language proficiency.

2. The parent coordinator calls the parents or guardians of newly identified ESL students as per the LAB-R within 10 days of registration and asks them to come in to review the Parent Orientation Video (Spanish) and to discuss their ELL program choices. During during the parent orientation a pedagogue explains all ELL programs (dual language, free standing ESL and bilingual) and shares with the parents the programs available at our school. If a parent requires a program not available at our school, he/she is encouraged to visit the enrollment office for District 12 at Zerega Avenue. During this meeting parents complete the Parent Survey and may complete their Program Selection form indicating their choice of ELL program.

3. The school administration makes sure that all ELL students receive an entitlement letter every Spring. These are sent out by our ESL teacher to the students homes as well as a backpack copy. Copies are made for the school records and kept in the principals office in the ELL binder as well as in the data specialist office. For all parent activities, meetings and home communications in writing, we ensure that adequate information is distributed by providing translations and information in English and Spanish. Our parent coordinator provides information as to the programs, services and support available to our students and parents at our school. Our parent coordinator assists by following up with the parents to ensure the entitlement letters, parent survey and program selection forms are returned.

4. Currently our school offers a free standing ESL class and bilingual self contained. The principal in collaboration with the parent coordinator holds a meeting with the parent of the potential ELL student to discuss the placement options at our school. Based on the results from the LAB-R and observations made during the informal interview students are placed into the appropriate setting. Placement letters are distributed by the principal or assistant principal and copies are maintained in the principal office in the ELL binder as well as

in the data specialist office. Continuation letters are also distributed as required and maintained in same locations. We try to honor all parent choices, if we have the numbers required to open the class. Translation is always available at our school for English and Spanish, all forms of communications are sent home in both languages, English and Spanish.

5. After reviewing the Parent Survey and Program selection forms for the past few years we have noticed a trend in parents choosing our free standing ESL program. We are currently reviewing the BESIS report to gather specific numbers.

6. Our free standing ESL program appears to be aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
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	3	3	3	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	122	Newcomers (ELLs receiving service 0-3 years)	70	Special Education	24
SIFE	19	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	21

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	5	3	5	6	1	6	2	0	2	13
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	66	12	3	25	3	7	18	0	1	109
Total	71	15	8	31	4	13	20	0	3	122

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	5	7					13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	1	5	7	0	0	0	0	13

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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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																		
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): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							42	36	29					107
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	0	0	0	0	0	43	36	30	0	0	0	0	109

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?

1. At our school we offer a self contained ESL class and a bilingual special education class in each grade. Our ELLs currently in the ESL class, travel together as a group and are mixed heterogenously. They receive instruction in content areas in English with support in their native language via textbooks. The bilingual special education classrooms, have NLA instruction as well as ELA with ESL minutes included in instruction. For students in non ESL or bilingual classrooms receive push-in or pull-out support.

2. During their ESL block there are 2 teachers in the classroom to begin. During second block students are grouped by proficiency level. There are 8 periods (of 45 minutes each which equals the mandated minutes of 360, required by our Beginner and Intermediate ELLs) designed for ESL instruction with three additional Writing blocks to provide ELA instruction. During 4 of the ESL blocks (each 45 minutes equally mandated 180 minutes for advanced ELLs), after the mini-lesson the advanced leveled ELLs receive 4 periods (180 minutes) of ELA instruction during the time the beginner and intermediate ELLs receive ESL instruction. For ELL students currently placed in non ESL and bilingual classes, they receive push-in and pull-out ESL service. Students who are advanced receive their mandated 180 ESL minutes as well as the intermediate leveled students (360 minutes). All ELL students are serviced based on their proficiency levels as required by CR Part 154: Beginning/ Intermediate 360 minutes ESL; Advanced students 180 minutes of ESL/ 180 minutes ELA.

3. Content instruction is delivered in English with material provided in Spanish for our free standing ESL classes. In our TBE programs, math instruction is conducted in English and Spanish, we begin with 3 days in Spanish and 2 days in English. As the student becomes more proficient in English we increase the amount of time in instruction conducted in English. For Social Studies and Science, textbooks and instruction resources, homework projects available in English and Spanish. Teachers use grouping to support language instruction in the classroom, for example a new arrival is paired with a student who is proficient in English for language support. Teachers use various graphic organizers to support student comprehension as well as maintain active word walls. ESL teachers provide instructional materials in Spanish as homework or follow up activity for content area teachers. Textbooks for Social Studies, Science and Math is available in Spanish as required by students language needs.

4. ELL students have a running record administered. Students with 0-2 years in country have a running record administered in their native language (Spanish) to give a comprehensive reading level. Baselines and teacher made tests are translated and administered to students in

A. Programming and Scheduling Information

Spanish to access students understanding of content area material.

5. A balanced literacy instructional approach along with the use of relevant contexts, an emphasis on key vocabulary and multiple styles of learning are used in instructional practice to make content comprehensible and to enrich language development.

Instruction for ELLs is differentiated according to their proficiency levels and individually needs. Our instructional plan for ELLs in school less than three years is to provide occasional pull out instruction to target vocabulary work and native language support (in Spanish). Since NCLB now requires ELA testing for ELLs after one year we plan to support this ELLs by familiarizing them with the ELA testing format and vocabulary while also using guided scaffold instruction that integrates strategies and skills similar to those incorporated into the exam. Students classified as SIFE, will be identified and serviced by a bilingual teacher 5 periods a week.

Our school plans to help our ELLs who have been receiving services for 4 to 6 years as well as push our long term ELLs to proficiency by using individual data from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, ACUITY, and alterative assessments and observations to identify student weaknesses and strengths that will drive differentiated rigorous instruction across all content areas.

6. In order to best serve our ELLs with special needs we take into account the styles and settings in which these students learn best and differentiate our instruction to meet their needs. We are looking into incorporating Achieve 3000 technology based programs that are engaging and challenging for each individual student based on their own levels.

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

7. Instruction is delivered to general education ELLs is in a push-in collaborative co-teaching model. Special Education ELLs are instructed in a self-contained setting. All students travel to classes in blocks together as a group with heterogeneous mixed proficiency levels. A balanced literacy instructional approach along with the use of relevant contexts, an emphasis on key vocabulary and multiple styles of learning are used in instructional practice to make content comprehensible and to enrich language development. Our special education students interact with main stream students during physical education, recess, lunch and extended day. We also provide events such as Thanksgiving dinner, Spring dance, school trips etc. where all students can participate. We continue to look for ways to provide mainstream opportunities for students are ready to begin transition.

Courses Taught in Languages Other than English ⓘ

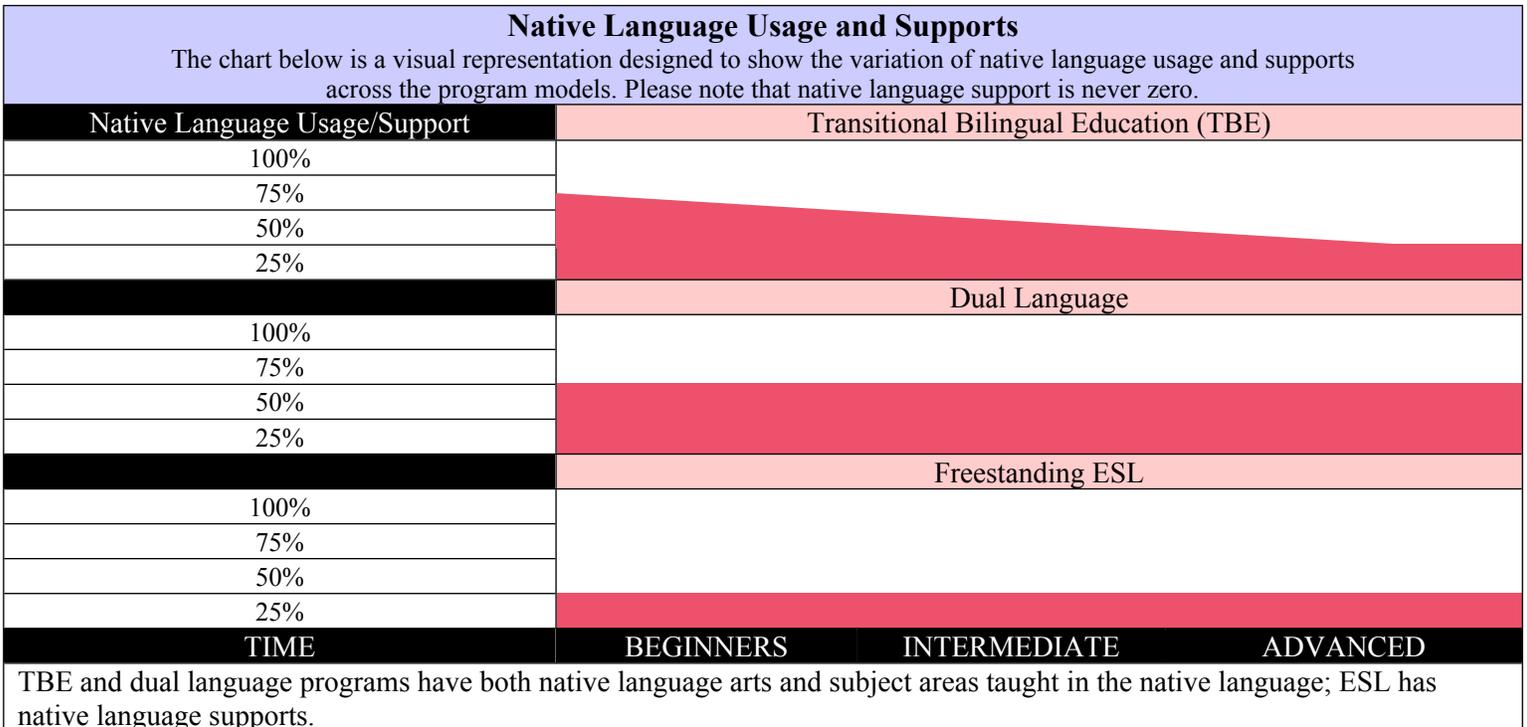
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	Spanish			
Social Studies:				
Math:	Spanish support for newarrival			
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



B. Programming and Scheduling Information--Continued

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

8. Targeted Interventions for ELLs in ELA, MATH, Social Studies and Science include but not limited to the following:

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

In addition to all these instructional strategies, teachers provide textbooks, homework, projects and teacher made assessments in Spanish to facilitate students understanding of the concepts being taught. Administration and teachers use multiple sources of data (ELA/Math state scores, NYSESLAT, Acuity, Performance Scantron series etc.) to determine students performance and customize student needs for instruction. (create Individual learning goals)

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

10. We continue to look for ways to improve our instruction and try new strategies. This year we are looking into programs that have research supporting success among ELLs, one of the programs is Achieve 3000. We also are looking into setting up instructional institutes afterschool, it is an optional program however, we are looking to see if we set up special grouping to include the ELL population by level based on NYSESLAT.

11. We are not looking to discontinue any programs.

12. ELLs are afforded equal access to all school programs in our building. Identified ELLs participate in the 37.5 minutes of instruction after school. In addition, ELLs participate in our new ELA and Math afterschool program on Tuesdays and Thursdays from 3:15 to 4:45pm, to prepare them to take the ELA and Math state exams. We are planning a title III program specific for ELLs and long term ELLs to provide language support in English and Spanish to build literacy skills (Spanish) that can be transferred to the new language (English). During the Spring we will offer a 10 Saturday Academy to support the test preparation unit, so our students can have testing skills and be ready for the state exams.

13. Instructional materials including technology that are used to support ELLs include providing content in as many ways as possible so that students can see it, read it, write it, and practice speaking it. We use National Geographic Inside textbooks, as well as Read 180,

Acuity, Renzulli Learning Profiles, Listening or Learning Stations, Vocabulary practice (cards, foldables, journals etc.), and skills/standards focused workbooks. Textbooks are also available in Spanish in math, science and social studies.

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

15. The New York City Department of Education no longer promotes social promotion. Students are serviced based on the last grade completed at the previous school. In some specific cases, students may be administered an assessment to determine reading and writing literacy skills in their native language (Spanish).

16. Newly-arrived ELLs are assisted by the parent coordinator, guidance counsellor and the ESL teacher before the beginning of the school year. Students and families are connected to community-based support organizations, local and State assistance programs, as well as advocacy organizations, based on need. The parent coordinator maintains an active relationship with local groups to ensure that newly-arrived students and families will receive a minimum level of support during the newcomer process.

17. ELLs are not currently offered language electives during the school day, however there is a possibility of programs being offered as an afterschool option.

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)?

Our school does not offer Dual Language Programs.

D. Professional Development and Support for School Staff

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

1. At Entrada, the primary goal for professional development is to ensure that all faculties are engaged in professional discourse, learning, and reflection. The school provides support for our ELLs by providing high quality, ESL teachers. Weekly departmental meetings seek to define and implement the school's integrated curriculum. Specialized personnel will train teachers in current ESL strategies methodologies in first and second language acquisition. In addition, a leadership team will develop instructional scaffolding techniques based on teacher and student needs. Best practices will be shared to support growth and development of the teaching faculty. Our Bilingual, ESL faculty, and main stream teachers will participate in the Quality Teaching for ELLs (QTELL) training programs. ESL /Bilingual teachers will use two common planning periods to share curriculum information, share instructional materials, and learn about the components of a Balance Literacy Program and the importance and techniques of teaching vocabulary. Teachers have a common preparation period and a language specialist will assist in planning lessons and to bring teachers up to date on current practices.

2. Ongoing professional development is provided to all staff who service ELL students. All staff members are encouraged to attend school and district wide opportunities for ELL professional development and would be supported in obtaining a bilingual or ESL extension. The minimum 7.5 hours of ELL training (Jose P.) for all staff is provided through in school and outside workshops including Saturday workshops. Our ESL teacher provides training in collaboration with our data specialist about ELL instructional strategies, assessments and improving students' academic language. We plan on working with our network director of curriculum development, Paula Waldron who will visit our ESL classrooms and provide further support for our teachers.

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

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

Participation will be recorded and maintained by collecting attendance sheets (sign in sheets), agendas, presentations and materials used during sessions. All these information will be maintained in the ELL binder located in the data specialist office.

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?

Entrada Academy has a strong commitment to our parents and community especially parents of ELLs, to ensure a smooth acculturation process. Our school creates an atmosphere of open communication with parents through school wide encouragement of second language through materials and communication both in English and in Spanish.

1. Parents are a vital part of the Entrada learning community. In addition to the quarterly report card conferencing, parents are kept informed and updated via several forms of communication. Parents were administered a survey to identify areas of interest, based on the survey we will provide workshops on immigration, housing and homework to all our ELL parents.

These include the monthly parent calendar, well planned informational sessions tailored to address the specific needs of our ELL community, open access to our teachers, staff and related services, i.e., counseling to address academic and or behavioral needs their children may have.

2. In the 2010 school year, Entrada began to offer ESL night classes for our parent community on a weekly basis. It is the expectation that these classes will continue throughout the 2011-2012 school year. Through our partnerships with Community Based Organizations such as SISDA and the Beacon Program, we have been able to provide services in many areas of need. We also tap into the multitude of services available through the city, state and local agencies in our district.

3. Our Parent Coordinator conducts informal meetings with our ELL parent community to garner insights and information related to their specific needs. The Parent Coordinator also utilizes the information on the School Environment Survey to assist in the evaluation of parental needs. The School Messenger System is used to communicate information and announcements related to the school activities and parent workshops.

4. Informational sessions are planned and organized to accommodate the schedules of our parents. Since many of our parents work extended hours, informational sessions, workshops and activities are also scheduled for evenings and Saturdays.

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)						10	20	17	17					64
Intermediate(I)						8	11	14	11					44
Advanced (A)						11	16	4	5					36
Total	0	0	0	0	0	29	47	35	33	0	0	0	0	144

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B						2	8	9					
	I						2	6	6					
	A						10	21	7					
	P						9	6	12					
READING/ WRITING	B						4	13	16					
	I						8	12	14					
	A						11	13	4					
	P						0	3	0					

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	13	5	3	0	21
6	28	9	0	0	37
7	21	9	0	0	30
8	15	14	0	0	29
NYSAA Bilingual Spe Ed				2	2

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	3	2	7	7	5	0	0	1	25
6	13	10	13	7	0	0	0	0	43
7	4	12	6	9	3	1	0	0	35
8	3	8	7	13	3	2	0	0	36
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	2	0	2

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	6	9	9	9	0	3	0	0	36
NYSAA Bilingual Spe Ed							2		2

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)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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

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

1. Our school uses TC Running records to assess literacy skills for our ELLS. As of October 13, 2011 teachers are finalizing the first round of running records. This data can be provided as requested once it is compiled by the data specialist.
2. After looking at our data for this year, we are observing that there is a relation among the performance level of students on the NYSESLAT Reading and writing and their performance on the ELA state exam. The students who are advanced or profecient in Listening/Speaking and advanced in reading/writing portion of the NYSESLAT are performing better in the ELA state exam. Many of our longterm ELLs and 4-6 years of receiving service ELLs appear to be approaching proficiency but are still scoring intermediate in the reading and writing portion of the NYSESLAT. This is trend among these ELLs and we continue to assess students to get th data to support instruction by administering and reviewing running record data, writing baselines and reading comprehension assessments. Please see attached example of teacher report.
3. As a result of students struggling in the reading and writing component of the NYSESLAT, we have incorporated writing periods into the ESL class schedule. The data specialist provides a breakdown of the results and shares this information during common planning periods, where the ELA coach and ESL teachers review. The ESL teachers make instructional decisions, differentiate and provide support by scaffolding instruction.
4. After looking at our data for this year, we are observing that there is a relation among the performance level of students on the NYSESLAT Reading and writing and their performance on the ELA state exam. The students who are advanced or profecient in Listening/Speaking and advanced in reading/writing portion of the NYSESLAT are performing better in the ELA state exam. Many of our longterm ELLs and 4-6 years of receiving service ELLs appear to be approaching proficiency but are still scoring intermediate in the reading and writing portion of the NYSESLAT. This is trend among these ELLs and we continue to assess students to get th data to support instruction by administering and reviewing running record data, writing baselines and reading comprehension assessments. Please see attached example of teacher report. In addition we will be incorporating the ELL Periodic Assessments into our curriculum this year.
5. N/A our school does not have a dual language program
6. We are in the process of identifying trends among our ELL population. We have run the report to gather data on our eighth graders to see how they have shown progress during the last two years, as well as on our seventh graders to see progress for one year. The way we will determine the success of our programs is based on the amount of students who have become proficient based on NYSESLAT.

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.

Please see attached teacher report.

Part VI: LAP Assurances

School Name: <u>Entrada Academy</u>		School DBN: <u>384</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Socorro Diaz	Principal		10/25/11
Brenda Gonzalez	Assistant Principal		10/25/11
Veronica Rivera	Parent Coordinator		10/25/11
Evangelina Ramirez	ESL Teacher		10/25/11
Josefa Pueriet	Parent		10/25/11
Elyn Ballantyne	Teacher/Subject Area		10/25/11
Maria Morales	Teacher/Subject Area		10/25/11
Christina Natalello	Coach		10/25/11
	Coach		10/25/11
Enrique Roman	Guidance Counselor		10/25/11
	Network Leader		10/25/11
Disneleyda Lopez	Other <u>Spanish</u>		10/25/11
Elayne Santos	Other <u>Math</u>		10/25/11
Ivette Gonzalez	Other <u>Speech Provider</u>		10/25/11
	Other		10/25/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X384 **School Name:** Entrada Academy

Cluster: Jose Ruiz **Network:** 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.

Translation and interpretation needs are assessed using information provided by parents via the Home Language Identification Survey, School Environment Survey, and parent meetings, i.e., PA/PTA, SLT, and monthly informational gatherings. Based on those findings all written and verbal communication is tailored to meet the specific needs of our parents. Our school community is predominantly Spanish speaking therefore all correspondence are sent to our families in English and Spanish.

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.

85% of our parents read, write and communicate in Spanish. Therefore all verbal and written communication are translated and interpreted in their primary language. This information is shared with our parents through meetings, i.e., PA/PTA, SLT, monthly informational gatherings, one on one conferencing, bulletin boards, parent coordinator and school driven activities.

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.

Written translation services are provided in-house by school staff, parent coordinator, and our principal. All written notifications for meetings, school closings, holidays, activities, and exam dates are sent in English and in Spanish. In addition, official school letters, flyers, and calendars are sent in a timely fashion to ensure our parents are prepared and informed well in advance of the scheduled events and are always sent in English and in Spanish. Registration forms, report cards, conduct, safety, disciplinary related and special education information is also provided in English and Spanish.

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.

Oral interpretation services are provided in-house by our school staff, parent coordinator, parent volunteers, and our principal. Methods used include the School Messenger Service which provides the school activities and events information in English and Spanish via the telephone. One on one conferencing, parent/teacher conferences, monthly meetings, events, and activities are also provided with in-house oral interpretation services using all of the above mentioned in-house providers.

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>.

The Translation and Interpretation Unit information is displayed prominently in our main office as is the availability of our in-house staff to provide written and verbal translation and interpretation. Parent's Bill of Rights and Responsibilities are also available to our parents in English and Spanish via the parent coordinators office. All official school documents are provided to our parents in their primary language, English and or Spanish. These documents were also shared with our SLT ans PA parents and families.

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: Entrada Academy	DBN: 12X384
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
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: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Entrada Academy will be providing specific class for ELLs during the ELA and Math afterschool academy. We want to make sure our ELL students are integrated with their peers but have instruction that is tailored to their individual language needs. They will be placed into classrooms and grouped by their level as determined by the NYSESLAT scores. During the ELA and Math academy, they will receive targeted instruction for an hour and fifteen minutes afterschool from 3:00pm- 4:30pm during Tuesdays, Wednesdays and Thursdays. This program will run from November 6, 2012 until March 21, 2013. There will be four teachers working with this program: ELA teacher, a bilingual and two ESL certified teachers. The ELA teacher will coteach with the ESL teachers. These teachers will work directly with this group and will be using a curriculum and materials focused on increasing their language by promoting, speaking, listening, reading and writing. We will be targeting our beginner to intermediate ELLs. In addition, we will use Title III funding for an ELL Saturday Academy from 9:00 - 12:00 on the following dates: January 5, 12 & 26; February 2, 9 & 23; March 2, 9, & 16. The same four teachers mentioned above will work this Saturday Program. The focus of this program is to accelerate ELL achievement through academic achievement. Students are grouped by proficiency levels with native language arts support.

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: At Entrada Academy the success of our English Language Learners is important and we strive to provide them with the best instruction for their needs. All of our teachers know that ELLs have specific needs and are responsible for instructing an ELL regardless of their content area (i.e. a science teacher teaching a mainstream class may have three ELLs in the room) For this reason, professional development is key to ensuring our teachers are prepared with the strategies to provide effective instruction.

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

- ESL Reading Smart for all levels, especially beginners and intermediate; Reading Smart Training-webinar October 18 &19, 2012

Part C: Professional Development

- English 3D for long-term ELLs; September 20 & 21, 2012; 3D Consultant
- Just Words for advanced ELLs; WILSON training August 20-24, 2012; Wilson consultant –ongoing monthly support
- CFN 608 ELL Forums – Network Support:
 - February 13, 2013 (see above)-The CCLS and implications for ELL instruction
 - March 20, 2013 –Using Questioning and Discussion with ELLs of all proficiency levels
 - May 29, 2013- Embedding academic language study in ELL Instruction (from Newcomer to Long term)

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: In the 2011-12 school year, Entrada began to offer ESL night classes for our parent community on a weekly basis. It is the expectation that these classes will continue throughout the 2012-2013 school year. We feel that by encouraging a culture of learning among the ELL parents and empowering them by learning English, they will be able to support their child's learning.

Parents will be notified that the ESL class is being offered via the parent calendar distributed once a month. The ESL class will be offered once a week for an hour and will be taught by an ESL/bilingual teacher. In addition, we work in collaboration with IS 217 (shared space school) in offering many opportunities for a variety of parent workshops. Both parent coordinators work closely to support our parents and families.

Parents will also engage in cultural awareness activities and trips with their children in the program. During our Title III program there will be three workshops for parents: November- Getting to know our school system; February- Supporting your child during homework time and testing; and in April- Celebrating your child's successes.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <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		