



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** EMOLIOR ACADEMY  
**DBN (i.e. 01M001):** 12X383  
**Principal:** DERICK SPAULDING  
**Principal Email:** [DSPAULDING@SCHOOLS.NYC.GOV](mailto:DSPAULDING@SCHOOLS.NYC.GOV)  
**Superintendent:** MYRNA RODRIGUEZ  
**Network Leader:** RUDY RUPNARAIN

### 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Derick Spaulding	*Principal or Designee	
Deborah Ogedengbe	*UFT Chapter Leader or Designee	
Nicole Carter	*PA/PTA President or Designated Co-President	
N/A	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	
Arleni Ulloa	Member/ Teacher	
Persa Lukic	Member/ Teacher	
Miosotis Cruz	Member/ Teacher	
Jason Lloyd	Member/ Teacher	
Denise Scottel Castaner	Member/ Chairperson	
Crystal Foulks	Member/ Parent	
Jannia Rentas	Member/ Parent	
Angelique Natal	Member/ Parent	
Carmen Ortiz	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 which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

**School Information Sheet for 12X383**

School Configuration (2013-14)

<b>Grade Configuration</b>	06,07,08	<b>Total Enrollment</b>	249	<b>SIG Recipient</b>	N/A
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	6	<b># SETSS</b>	10	<b># Integrated Collaborative Teaching</b>	N/A
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	7	<b># Music</b>	N/A	<b># Drama</b>	N/A
<b># Foreign Language</b>	6	<b># Dance</b>	N/A	<b># CTE</b>	N/A
School Composition (2012-13)					
<b>% Title I Population</b>	63.9%	<b>% Attendance Rate</b>			90.3%
<b>% Free Lunch</b>	86.0%	<b>% Reduced Lunch</b>			3.1%
<b>% Limited English Proficient</b>	17.5%	<b>% Students with Disabilities</b>			23.1%
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	0.4%	<b>% Black or African American</b>			36.2%
<b>% Hispanic or Latino</b>	56.3%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			4.8%
<b>% White</b>	2.2%	<b>% Multi-Racial</b>			N/A
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	4.34	<b># of Assistant Principals</b>			1
<b># of Deans</b>	1	<b># of Counselors/Social Workers</b>			1
<b>% of Teachers with No Valid Teaching Certificate</b>	N/A	<b>% Teaching Out of Certification</b>			18.2%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	36.4%	<b>Average Teacher Absences</b>			4.4
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	4.7%	<b>Mathematics Performance at levels 3 &amp; 4</b>			10.8%
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	N/A	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			46.6%
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			N/A
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>			N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			N/A
<b>6 Year Graduation Rate</b>	N/A				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			X
<b>Priority School</b>					

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	No
<b>Hispanic or Latino</b>	No	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	No	<b>Limited English Proficient</b>	No
<b>Economically Disadvantaged</b>	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	Yes
<b>Hispanic or Latino</b>	No	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	No	<b>Limited English Proficient</b>	No
<b>Economically Disadvantaged</b>	No		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	No	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	No		

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
The strength of Emolior Academy's 2012-2013 SCEP was that it highlighted and encompassed a wide range of our schoolwide needs targeting improvements in teacher pedagogy, curriculum planning, safety and respect, classroom resources and engagement of various student populations.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
.Emolior Academy needs to continue to improve upon the 12-13 SCEP goals. Last year's plan focused on improving percentages of population (student / teachers) in very specific area. While we did achieve our goals, the growth only represents a partial portion of entire school. Additionally, data was derived from outdated sources that were garnered from our 2009 SQR.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
A major barrier In developing the Emolior Academy 2012-13 SCEP was the limited use of relevant, up to date data sources to use in crafting goals for our school. Additionally we faced challenge in being able to incorporate all school investors' voice in the SCEP creation on a consistent basis.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
The success of the Emolior Academy SCEP started off with the SLT's feedback as well as feedback from the staff and the administrative cabinet. All constituencies agreed that these areas of concerns needed to be addressed in order for the school to succeed. In addition, it was evident that the SCEP attributed to the school's success as evidenced by our school receiving a 'B' both on the Learning Environment measure within the 2012-13 Progress Report as well as a "High B" on the Progress Report measure showing successful implementation of activities outlined within our SCEP			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	X	<b>Yes</b>	
<b>If all the goals were not accomplished, provide an explanation.</b>			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	X	<b>Yes</b>	

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
The anticipated barriers in developing the SCEP are:			
<ol style="list-style-type: none"> <li>1) The expected timing of the budget allocations. Funding sources are not readily available at the beginning of the year causing various initiatives to be placed on hold until final SCEP approval.</li> <li>2) The alignment of all investors responsible for contributing to the creation of the SCEP.</li> <li>3) The changing need of our student population alters the anticipated need and plan for SCEP budget and goal implementation</li> </ol>			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
.Emolior Academy's goal is to improve academic performance for students with IEP's and English Language learners. Based on the 2012-2013 state exams, these were the lowest performing sub-groups in our school. Additionally these two student subgroups were identified as high need target areas of growth on our 2012-2013 SQR.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			

Emolior Academy school leaders will communicate the academic achievement targets outlined within the school's SCEP with staff and the community through staff conferences, school leadership team meetings, content / grade team meetings, use of our school smart phone application, parent / community workshops and consistent professional development opportunities.

**Describe your theory of action at the core of your school's SCEP.**

The Emolior Academy theory of action at the core of our school's SCEP is based on taking the recommendations for improvement from the Quality Review (2013), School Progress Report (2013), Learning Environment Survey (2013) and a schoolwide needs assessment by all administration, teachers, staff and Network support to address all the recommended elements by June, 2014

**Describe the strategy for executing your theory of action in your school's SCEP.**

The Emolior Academy strategy for executing our theory of action is based on integrating the best practices of successful urban schools and incorporating feedback shared from the Superintendent, Network, and other educational support staff to continue to improve instructional practices and systems within the school. All strategies will be quantitatively tracked by school leaders and staff to measure progress.

**List the key elements and other unique characteristics of your school's SCEP.**

The key elements within the Emolior Academy SCEP are our strategically developed goals and the pre-planned activities that will help us to accomplish each goal and the specific needs of the Emolior Academy school community.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

All activities aligned to Emolior Academy goals will be tracked using school created tracking tools and city / state data reports to monitor the school's progress.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The following recommendation was taken from the 2013 Quality Review:

Further evaluate the quality of school decisions, making adjustments as needed to increase coherence of policies and practices with particular attention to what teachers need to learn to support student mastery of CCLS. (Addressing QR Standards 5.1)

<b>Review Type:</b>	QR	<b>Year:</b>	2013	<b>Page Number:</b>	Pg 5.	<b>HEDI Rating:</b>	D
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### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) 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.

	<b>2.2 School leader's vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>
	<b>2.4 School leader's use of resources</b>	<b>X</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

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

By June 2014, school leaders will develop a school-wide data collection system and dissemination structure so that all pertinent school data is aggregated in a systematic manner and is easily accessible to all teachers within a well-organized digital system aligned to mastery of CCLS and student learning outcomes.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Provide a one week summer professional development series that incorporates development and use of Mater Data Spreadsheet and DropBox files for all teachers. (SOP 2.3)
2. Align budgetary resources to purchase a school-wide subscription to the DropBox system. (SOP 2.4)
3. Align budgetary resources to purchase an lpad for every teacher school-wide with the expectation that both DropBox and Master Data Spreadsheet information is available at all times on this lpad during content, grade and school-wide meetings. (SOP 2.4)
4. Establish content leaders and grade team leads to organize and disseminate school-wide data utilized in our Master Data Spreadsheet and DropBox files. (SOP 2.4)
5. Collect and share monthly printouts of Master Data spreadsheet to monitor input of all pertinent data. (SOP 2.5)
6. Utilize weekly common planning periods among teachers, coaches and administration to develop a clear vision of DropBox and Master Data Spreadsheet planning and implementation activities. (SOP 2.4)
7. Implement a quarterly review of DropBox and Master Data Spreadsheet use to inform planning of instruction and assessments for increased achievement and proficiency. (SOP 2.4)

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Supervisor per session (4 days per week)
2. Principal will align budgetary sources to purchase software
3. Principal will align budgetary sources to purchase hardware
4. Principal will align schedule matrix to support the implementation of grade and content leads
5. Administration and all teachers utilized to exchange, process and utilize schoolwide data
6. Administration and all teachers utilized to exchange, process and utilize schoolwide data
7. Administration and all teachers utilized to exchange, process and utilize schoolwide data

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. By September 2013 Emolior Academy will provide a one week summer professional development series that incorporates development and use of Mater Data Spreadsheet and DropBox files for all teachers.
2. By September 2013 Emolior Academy will align budgetary resources to purchase a school-wide subscription to the DropBox system
3. By September 2013 Emolior Academy will align budgetary resources to purchase an Ipad for every teacher school-wide with the expectation that both DropBox and Master Data Spreadsheet information is available at all times on this Ipad during content, grade and school-wide meetings
4. By October 2013 Emolior Academy will establish content leaders and grade team leads to organize and disseminate school-wide data utilized in our Master Data Spreadsheet and DropBox files
5. By the end of each month Emolior Academy will collect and share monthly printouts of Master Data spreadsheet to monitor input of all pertinent data
6. By the end of each week, Emolior Academy will utilize weekly common planning periods among teachers, coaches and administration to develop a clear vision of DropBox and Master Data Spreadsheet planning and implementation activities
7. By the end of each school quarter, Emolior Academy will review of DropBox and Master Data Spreadsheet use to inform planning of instruction and assessments for increased achievement and proficiency

**4. Timeline for implementation and completion including start and end dates**

1. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
2. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
3. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
4. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
5. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
6. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
7. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. A one week summer professional development series that incorporates development and use of Mater Data Spreadsheet and DropBox files for all

teachers.

2. Purchase a school-wide subscription to the DropBox system
3. Purchase an Ipad for every teacher school-wide with the expectation that both DropBox and Master Data Spreadsheet information is available at all times on this Ipad during content, grade and school-wide meetings
4. Establish content leaders and grade team leads to organize and disseminate school-wide data utilized in our Master Data Spreadsheet and DropBox files
5. Collect and share monthly printouts of Master Data spreadsheet to monitor input of all pertinent data
6. Utilize weekly common planning periods among teachers, coaches and administration to develop a clear vision of DropBox and Master Data Spreadsheet planning and implementation activities
7. Quarterly review of DropBox and Master Data Spreadsheet use to inform planning of instruction and assessments for increased achievement and proficiency
8. Teacher regular per session – 20 teacher X 10 hours covering Common core alignment and implementation planning. Teacher regular per session – 20 teacher X 40 hours covering Danielson framework development and Academic Intervention planning. Administrator regular per session – 1 Administrator X 60 hours covering Danielson framework development and Academic Intervention and Common Core planning. Guidance Counselor regular per session – 2 teacher X 60 hours covering Danielson framework development and Academic Intervention planning and Professional development support. Parent Coordinator per session – 1 PC X 50 hours covering Danielson framework development and Academic Intervention planning and family support.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The following recommendation was taken from the 2013 Quality Review:

Develop curricula and units of study across all subjects and ensure that in all grades clear and consistent expectations are met so that all students, including Ells and SWDs are effectively supported and cognitively challenged. (Addressing QR Standards 1.1, 1.2 and 5.1)

<b>Review Type:</b>	QR	<b>Year:</b>	2013	<b>Page Number:</b>	Pgs. 4/5	<b>HEDI Rating:</b>	D
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) 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.			
<b>X</b>	<b>3.2 Enact curriculum</b>		<b>3.3 Units and lesson plans</b>
<b>X</b>	<b>3.4 Teacher collaboration</b>	<b>X</b>	<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

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

By June 2014, all teachers within collaborative teacher teams will enhance our evolving school-wide coherent curriculum across the content area as evidenced by implementation of an interdisciplinary vocabulary curriculum, Word Generation. All core subject teachers will collaborate to implement a minimum of 18 interdisciplinary Word Generation Series 3 units of study to improve the ability of students in using clear and relevant evidence to support their assertions in essays. All units will be aligned to the CCLS and are specifically designed to meet the needs of all ESL and SWD students.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. All grade levels will collaboratively plan and implement Word Generations writing units that develop students' capacity in targeted areas. (SOP 3.2)
2. All grade levels will compare results of 3 yearly writing pieces to a baseline administered in the beginning of the year. (SOP 3.4)
3. Teachers will use a complexity writing rubric to assess the quality, rigor and alignment to CCLS of their units. (SOP 3.2)
4. All teachers will target the evidence portion of the Word Generations Writing Rubric to use as an inquiry based monitoring of this particular skill in all content areas. (SOP 3.5)
5. All English, math, social studies, and science teachers will participate in weekly department planning meetings to support curriculum implementation and monitoring. (SOP 3.4)
6. Teachers will collaboratively assess the quality of student work that comes out of the implementation of the Word Generations writing units and repeat the cycle for all future units. (SOP 3.4)
7. School leadership will meet weekly with teacher leaders (department chairs), join team meetings on a regular basis, and coordinate Word Generations work across all grades. (SOP 3.4)

**B. Key personnel and other resources used to implement each strategy/activity**

- 1 All teachers, content leads and administrative support used to plan and implement Word Generations writing units
- 2 Administration and all teachers utilized to exchange, process and utilize schoolwide data
- 3 All teachers, content leads and administrative support used to assess the quality, rigor and alignment to CCLS of their units.
- 4 All teachers collaboratively grade essays and rubrics
- 5 Administration and all teachers utilized to exchange, process and utilize schoolwide data
- 6 All teachers, content leads and administrative support used to assess the quality, rigor and alignment to CCLS of their units.
- 7 Administration and all teachers utilized to exchange, process and utilize schoolwide data

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. At the end of each month, teachers will collaboratively plan and implement Word Generations writing units that develop students' capacity in targeted areas.
2. By November 2013, January 2014 and May 2014 Emolior Academy will compare results of 3 yearly writing pieces to a baseline administered in the beginning of the year.

3. At the end of each unit, teachers will use a complexity writing rubric to assess the quality, rigor and alignment to CCLS of their units.
4. By November 2013, January 2014 and May 2014 Emolior Academy will target the evidence portion of the Word Generations Writing Rubric to use as an inquiry based monitoring of this particular skill in all content areas.
5. Each week all English, math, social studies, and science teachers will participate in weekly department planning meetings to support curriculum implementation and monitoring.
6. At the end of each unit, teachers will collaboratively assess the quality of student work that comes out of the implementation of the Word Generations writing units and repeat the cycle for all future units.
7. School leadership will meet weekly with teacher leaders (department chairs), join team meetings on a regular basis, and coordinate Word Generations work across all grades.

**D. Timeline for implementation and completion including start and end dates**

1. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
2. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
3. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
4. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
5. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
6. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
7. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Common planning periods will be embedded into the school day schedule.
2. Common planning periods will be embedded into the school day schedule.
1. Word Generations will take place in every classroom promoting interdisciplinary teaming.
2. Teacher Team/Inquiry Periods will be scheduled to promote data analysis.
3. Wednesday professional development sessions will be scheduled to support enhancing teacher practices.
4. Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study.
5. Cabinet meeting times will be scheduled with teachers weekly to evaluate instructional goals and practices.
6. Cabinet meeting times will be scheduled with teachers weekly to evaluate instructional goals and practices.
7. School leadership will BE scheduled weekly with teacher leaders (department chairs) and join team meetings on a regular basis to coordinate Word Generations work across all grades.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The following recommendation was taken from the 2013 Quality Review:  
  
Further develop teaching practices and strategies so that all students are engaged and needs of all learners are met so that they demonstrate success in higher order thinking through meaningful work products. (Addressing QR Standards 1.2)

<b>Review Type:</b>	QR	<b>Year:</b>	2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) 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.

<b>X</b>	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>		<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

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

By June 2014, school leaders (Principal and assistant principal) will conduct a minimum of 6 classroom observations per teacher and will provide teachers with feedback and resources to improve their instructional practices aligned to a research-based teacher effectiveness rubric that articulates clear expectations for teacher practice. All teachers will be provided with formative written and verbal feedback aligned to 3 school-selected competencies.

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

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations. (SOP 4.2)
  2. School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies. (SOP 4.2)

3. Principal and Assistant Principal attend summer workshops focused on introduction and implementation of the Danielson Framework. (SOP 4.2)
4. Discuss Danielson Framework with staff during Emolior Academy Summer PD intensive. (SOP 4.2)
5. By the end of October all teaching staff in accordance with their administrative team lead will complete a self-assessment of their pedagogical practice based on the targeted domains chosen for focus this year. (SOP 4.2)
6. Engage in a goal setting conference to establish 2 goals aligned to teacher pedagogical need, student need and administrative feedback based on the Danielson Framework. (SOP 4.2)
7. Principal and Assistant principal will receive training on how to utilize and implement the Teachscape classroom observation system. (SOP 4.2)
8. Administration will make use of Teachscape and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework. (SOP 4.2)
9. During the 2013-2014 school year, Principal will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning. (SOP 4.2)

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal and Assistant Principals will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal Reading and establishing teacher team and meeting norms.
2. School leaders set up and follow a schedule for teacher observation
3. Principal and Assistant Principal attend summer workshops
4. Teachers and coaches will engage staff in summer pd unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
5. All teachers will complete a self-assessment of their pedagogical practice based on the targeted domains chosen for focus this year.
6. Administration and all teachers utilized to exchange, process and utilize Danielson self-assessment data
7. Administrative pd with network support
8. Principal will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning
9. Administration will make use of Teachscape and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. At the end of each month, administration and teaching staff develop shared norms among school leaders and teachers for engaging in feedback conversations.
2. School leaders set up and follow a daily schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies.
3. By September 2013, Principal and Assistant Principal attend summer workshops focused on introduction and implementation of the Danielson Framework
4. By September 2013, discuss Danielson Framework with staff during Emolior Academy Summer PD intensive
5. By the end of October 2013 all teaching staff in accordance with their administrative team lead will complete a self-assessment of their pedagogical practice based on the targeted domains chosen for focus this year.
6. By the end of October 2013 Engage in a goal setting conference to establish 2 goals aligned to teacher pedagogical need, student need and administrative feedback based on the Danielson Framework
7. One a monthly basis, Principal and Assistant principal will receive training on how to utilize and implement the Teachscape classroom observation system.

8. On a weekly basis administration will make use of Teachscape and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework.
9. During the 2013-2014 school year, Principal will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.

**D. Timeline for implementation and completion including start and end dates**

1. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
2. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
3. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
4. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
5. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
6. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
7. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
8. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
9. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Common Planning Periods and weekly one to one meetings between staff and administration
2. Detailed administrative schedule to support observations
3. Summer Professional Development sessions
4. Summer Professional Development sessions
5. Self-assessment and administrative review conducted in September
6. Common Planning Periods and weekly one to one meetings between staff and administration
7. Administrative scheduling with network
8. After-school meetings with Network/Cluster personnel.
9. Administrative and network team will conduct classroom visits to assess progress of instructional practices throughout the school.
10. Supervisory per session – 1 Administrator X 30 hours covering Danielson framework development and Academic Intervention planning. Teacher regular per session – 20 teacher X 6 hours covering Danielson framework development and Academic Intervention planning.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	X	Tax Levy	X	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

### 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The following recommendation was taken from the 2013 School Learning Environment Survey:

*On the 2012-2013 School Learning Environment Survey less than 70 % of our student population responded favorably in key target areas related to respect and student engagement)*

<b>Review Type:</b>	NYC School Survey Report	<b>Year:</b>	2013	<b>Page Number:</b>	Pgs. 9, 10, 11	<b>HEDI Rating:</b>	N/A
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#### **Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) 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.

<b>X</b>	<b>5.2 Systems and partnerships</b>	<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

#### **Annual Goal #4**

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

Expand and systematize all youth development and support systems school-wide to improve student performance. By June 2014, at least 80% of all students will report on the Learning Environment survey that:

- Most students at my school respect students who get good grades as compared to 65% in 2013
- Most of the teaching staff at my school make me excited about learning as compared to 68% in 2013
- At my school most adults treat all students with respect as compared to 65% in 2013
- Most students at my school treat each other with respect as compared to 52% in 2013
- Most students at my school treat adults with respect as compared to 57% in 2013

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Goal setting / conferencing in each grade level to incorporate goals directly related to student academic expectation and respect. (SOP 5.3)
2. Incorporate awards at all quarterly assemblies for students demonstrating monthly progress toward academic expectations improvement and respect. (SOP 4.2)
3. Utilize our parent coordinator to monitor progress of academic expectation and respect through parent and student surveys. (SOP 5.3)
4. Establish weekly meetings and encourage staff participation / discussion about academic expectation and respect. (SOP 5.5)
5. Establish a student council to communicate messages of expectations and respect to and from teachers / administration. (SOP 5.3)
6. Establishment of at least one CBO connection to aide and support academic expectation goals and respect. (SOP 5.2)

7. Development of an incentives program for students meeting personal goals related to improved safety and respect program (SOP 5.3)
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. All teachers will conduct goal setting / conferencing in each grade level</li> <li>2. Administration and teachers will coordinate awards at all quarterly assemblies</li> <li>3. Utilize our parent coordinator to monitor progress of academic expectation and respect through parent and student surveys</li> <li>4. All content and grade meeting will establish weekly meetings and encourage staff participation / discussion about academic expectation and respect</li> <li>5. Student council, administration and teachers will communicate messages of expectations and respect to and from teachers / administration</li> <li>6. SOBRO organization</li> <li>7. Administration and staff will development of an incentives program for students</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. By September 2013 and quarterly after that, goal setting / conferencing in each grade level to incorporate goals directly related to student academic expectation and respect</li> <li>2. Incorporate awards at all quarterly assemblies for students demonstrating monthly progress toward academic expectations improvement and respect</li> <li>3. Monthly check-ins will be utilized by our parent coordinator to monitor progress of academic expectation and respect through parent and student surveys</li> <li>4. Establish weekly meetings and encourage staff participation / discussion about academic expectation and respect</li> <li>5. By October 2013 we will establish a student council to communicate messages of expectations and respect to and from teachers / administration</li> <li>6. By October 2013 we will establish at least one CBO connection to aide and support academic expectation goals and respect</li> <li>7. By October 2013 we will Develop an incentives program for students meeting personal goals related to improved safety and respect program</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.</li> <li>2. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.</li> <li>3. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.</li> <li>4. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.</li> <li>5. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.</li> <li>6. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.</li> <li>7. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Goal setting / conferencing to occur during content and small group instruction timing</li> <li>2. Assemblies will be quarterly and have direct reference to expectations and respect</li> <li>3. Parent coordinator will administer and analyze quarterly student and parent surveys</li> </ol>

4. Administration and programmer will ensure time is established within schedule for all weekly content and grade meetings
5. Dean will establish and lead student council meetings occurring twice a week
6. Establishment of at least one CBO connection to aide and support academic expectation goals and respect
7. Development of an incentives program for students meeting personal goals related to improved safety and respect program
8. Teacher regular per session – 20 teacher X 4 hours covering Common Core alignment, planning and implementation.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
The following recommendation was taken from the 2013 School Learning Environment Survey:  <i>On the 2012-2013 School Learning Environment Survey, results of parent expectations for communication and engagement dropped an average of 7% on each category measured.</i>							
<b>Review Type:</b>	NYC School Survey Report	<b>Year:</b>	2013	<b>Page Number:</b>	Pgs. 4, 5, 6, 7	<b>HEDI Rating:</b>	N/A

**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) 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.			
	<b>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</b>
<b>X</b>	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, the percentage of parents utilizing the Teacher Ease online grading system and schoolwide information phone Application will increase by 10%. The increase in parent login and usage will move from 37% (last year's total) to 47% (this years anticipated result) and will be measured by the amount of logins recorded by year's end.	

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).	
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>	

1. Throughout the 2013-2014 school year, Administration, teachers, parent coordinator and guidance counselor will work with parents to enroll in the Emolior Academy email system, Teacher Ease account system and personalized Application account system. (SOP 6.3)
2. The Guidance counselor and Parent Coordinator will design training modules and host monthly information sessions with parents and students regarding information, enrollment and support of afterschool enrichment programs. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school. (SOP 6.2)
3. Ensure monthly parent notices and correspondences are communicated in a timely manner. (SOP 6.3)
4. Adoption of a monthly parent/ guardian bulletin entitled EAP (Emolior Academy Publication) to highlight Afterschool enrichment topics. (SOP 6.3)
5. Utilization of 2 yearly open houses for all current and prospective students / families to receive information about afterschool enrichment programs
6. Implementation of 2 yearly parent / guardian and student surveys centered on assessing the views, needs and feedback of student and families involved in afterschool enrichment programs. (SOP 6.3)
7. Establish link with at least 1 CBO that will provide parents / guardians with essential services as well as support Emolior Academy's family outreach initiative ( SOBRO Organization ). (SOP 6.4)

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal and various staff members will conduct staff trainings on the use of Teacherease.com and wikispaces.com and provide literature and letters to parents explaining the rationale behind the program.
2. The Guidance counselor and Parent Coordinator will design training modules
3. Administration, Guidance counselor and Parent Coordinator will monitor monthly communication.
4. School Principal will Coordinate with teachers to produce bulletin
5. Administration and parent coordinator collaborate on open house presentation
6. Parent Coordinator creates, administers and reviews data with Administration and eventually all staff.
7. SOBRO organization

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Throughout the 2013-2014 school year, Administration, teachers, parent coordinator and guidance counselor will work with parents to enroll in the Emolior Academy email system, Teacher Ease account system and personalized Application account system.
2. Once every quarter the Guidance counselor and Parent Coordinator will design training modules and host monthly information sessions with parents and students regarding information, enrollment and support of afterschool enrichment programs.
3. Monthly parent notices and correspondences
4. Monthly parent/ guardian bulletin entitled EAP ( Emolior Academy Publication )
5. By June 2014, 2 yearly open houses for all current and prospective students / families to receive information about afterschool enrichment programs
6. By June 2014, 2 yearly parent / guardian and student surveys administered.
7. By September 2013, establish link with at least 1 CBO that will provide parents / guardians with essential services as well as support Emolior Academy's family outreach initiative ( SOBRO Organization )

**D. Timeline for implementation and completion including start and end dates**

1. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
2. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.

3. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
4. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
5. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
6. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.
7. Beginning September 2013, Emolior Academy will make all budgetary and personnel moves necessary to support the resources and implementation of each strategy to fulfill goal by June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Purchase a yearly subscription for all teaching staff to Teacher Ease grading system
2. Ensure spacing requirements for event and timely communication
3. Send weekly updates to the entire school community alerting parents of new items posted to Teacherease
4. Conduct monthly development sessions for parents in English and Spanish to engage in the Teacherease system
5. Conduct weekly administrative cabinet meetings to discuss monitor and revise instructional action plan for parent action plan.
6. Conduct weekly administrative cabinet meetings to discuss monitor and revise instructional action plan for parent action plan.
7. Establish SOBRO organization and plan of yearly action

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Grants</b>
--	---------------------	----------	-----------------	--	-----------------	--	------------------	----------	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

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

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

		<p>services.</p> <p>Services provided include: conflict resolution, crisis intervention, family support services, and referrals to community-based organizations along with classroom management support to teachers.</p>	
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**Title I Information Page (TIP)  
For School Receiving Title I Funding**

8. All elements of the *All Title I Schools* section must be completed\*.
8. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
9. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Using observations, self-reflection on the Danielson and teacher needs informed the creation of yearly planning calendar
- Teachscape tracking of observation to map current and future PD opportunities school-wide
- Intervention PD and training ( Word Generation, Access code, Achieve 3000, Teacherease)
- Master data spreadsheet training on methods and uses
- Working on model of distributed leadership ( Word Generations outline of responsibilities sheet)
- Teacher, grade and content leads have differentiated needs in teaming and specific content related material that is incorporated into PD plan for the year
- Tracking PD agendas and planning time for effectiveness
- MSQI training for administrators and teachers

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs,

Head Start, etc.).

Emolior Academy will partner will MSQI, SOBRO and TIF program during the 2013-2014 school year

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

#### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Default on Measures of Student Learning. MOSL committee selected to select local MOSL assessments, target population, and measure. Teachers received professional development resources from the network on using the rubrics for NYC performance assessments and pd on how to use data from these assessments is forthcoming from the MOSL coach assigned to the network and Achievement Coach.

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

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## **Parent Involvement Policy (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
- utilizing our 1% parent engagement funding to support targeted parent workshops, informational evenings and parent celebrations on a monthly basis

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- utilizing our 1% parent involvement funding to support targeted parent workshops, informational evenings and parent celebrations on a monthly basis.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>383</b>
School Name <b>Emolior Academy</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Derick Spaulding</b>	Assistant Principal <b>Denise Scottel Castaner</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Isis Monteza</b>	Guidance Counselor <b>Miosotis Cruz</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Vivian Rodriguez</b>
Teacher/Subject Area <b>Natasha Vasquez / Setts</b>	Parent Coordinator <b>Sheila Owens Slade</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>249</b>	Total number of ELLs	<b>43</b>	ELLs as share of total student population (%)	<b>17.27%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In							4	3	5					12
Pull-out							6	4	0					10
<b>Total</b>	0	0	0	0	0	0	10	7	5	0	0	0	0	22

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	15
SIFE		ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	20

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	15		3	8		2	20		10	43
Total	15	0	3	8	0	2	20	0	10	43

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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							18	6	7					31
Chinese														0
Russian														0
Bengali							2	1	1					4
Urdu														0
Arabic							2		4					6
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
<b>TOTAL</b>	0	0	0	0	0	0	22	9	12	0	0	0	0	43

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)							7	3	3					13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							4	2	6					12
Advanced (A)							11	4	3					18
Total	0	0	0	0	0	0	22	9	12	0	0	0	0	43

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14	1	1		16
7	6	0			6
8	8	0			8
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	17		1		1				19
7	6		2						8
8	6		3						9
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		11		10				23
8									0
NYSAA Bilingual (SWD)									0

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

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

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our School uses the DRP assessment system to measure the reading levels of all students in our building. We administer this assessment three times annually. Those students that score below their grade level reading scale are administered the Fountas and Pinell assessment tool to assess the literacy skills of our ELLs from 6th to 8th grade. The DRP and Fountas and Pinell assessments assess student reading achievement in reading engagement, oral reading fluency, and comprehension. They provide information to identify student's independent reading levels and the next steps to take to help scholars improve their reading skills. On last year's final DRP assessment, Our ELL's as an entire school made the most significant gain of all measured student populations, outgaining the nearest population by double the growth measure.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school analyses the Annual Measurable Achievement Objectives (AMAOs) for limited English proficient (LEP) students to determine: 1) annual increases in the number or percentage of LEP students making progress in learning English; 2) annual increases in the number or percentage of LEP students attaining English language proficiency; and 3) making Adequate Yearly Progress (AYP) in English language arts and mathematics for LEP students under Title I.

After analyzing the AMAOs data and the patterns across the NYSESLAT modalities in Listening/Speaking and Reading/Writing, the data reveals that our students score at Advanced and Proficient levels in Listening and Speaking. However, the same students show difficulty in reaching proficient level in reading/writing. Other students who scored Advanced in both modalities remain stagnant for several years becoming Long-term ELLs. General Education Teachers tend to believe that a student who communicates with fluency is not supposed to be an ELL. However, the same student struggles to write an essay and with reading comprehension. In order to address this issue, Emolior is implementing the Word Generation Program, a research-based vocabulary program for middle school students designed to teach words through language arts, math, science, and social studies cases. The program employs several strategies to ensure that students learn words in a variety of contexts. Additionally, students write weekly essays to build stamina and learn the craft and structure of argumentative and persuasive writing.

4. For each program, answer the following:

- a. 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?

The patterns of ELL proficiency is most evident in our school-wide reading assessment, DRP. 2012-2013 data suggests that ELLs overall from grades 6-8 are moving at a pace faster than any other subgroup that is tracked in our school. The average DRP gain for one year is three DRP units, which is equivalent to a year's worth of growth. On average, ELL students as a whole measured 7 DRP units. This trend matched our State Testing results in which ELL's made the most progress of all subgroups tracked by city and state.

Administration is utilizing this data to inform professional development activities, resource acquisition and student placement. Teachers are utilizing this data to create instructional groups in class setting, design curriculum that is ELL centered and monitor results for targeted intervention and services.

Our school is learning to adapt our examination system to more closely reflect the NYSESLAT examination given the fact that this exam is more rigorous and comprehensive than the State Examination. Native language is implemented where applicable but care is taken to ensure that translation of native language is paramount since all State Testing and qualifying exams are presented in the English Language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

6. How do you make sure that a child's second language development is considered in instructional decisions?

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

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Emolior Academy does not have a dual language program at this time.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The ESL Coordinator evaluates the NYSESLAT annual results and identifies the Annual Measurable Achievement Objectives (AMAOs) to measure and report on progress toward and attainment of English proficiency and academic achievement standards of our ELLs. The findings are reported back to the School Leadership Team and Content area teachers. Recommendations are made in order to improve the effectiveness of our ESL program and ELL experience at Emolior Academy which aims to provide educational opportunities that will enable the ELL to be an independent learner, successful in the classroom, and a productive member of society. Additionally, measures taken from the Annual City Report Card system helps to provide an overview of how our ESL program is progressing in comparison to our peer schools and all city schools combined.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon entering Emolior Academy, all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by the licensed ESL coordinator. Parents or guardians complete the HLIS with the

assistance of the ESL Coordinator who is fluent in English and Spanish. Upon completion of the Home Language Identification Survey, (HLIS) in the parent's preferred language and based on the responses and an informal interview (conducted with assistance from a translator if necessary for languages other than Spanish), the ESL coordinator determines whether the student is eligible to be tested with the LAB - R and the Spanish LAB. If the student is eligible he/she is tested within 10 days of arrival. The LAB-R and Spanish LAB is conducted by the ESL Coordinator who speaks English and Spanish. Students who perform below proficiency on the LAB-R are entitled to English language services. If the student is a native Spanish speaker, the Spanish LAB will be administered as well. The final assessment to be administered is the New York State as a Second Language Achievement Test (NYSESLAT). This assessment is given in the spring and will determine whether or not the student will continue to receive ELL services. The Test Coordinator and ESL teacher work together to develop a NYSESLAT schedule and administration plan in which specific dates are assigned at the school during the provided DOE time frame window in April/May to ensure the four components of NYSESLAT (speaking/listening and reading/writing) are administered. ELLs receive the appropriate accommodations on all state tests and classroom assessments. Annually, a LAB-R/ NYSESLAT Exam History Report or RLAT is retrieved from the ATS to determine NYSESLAT eligibility. The ESL teacher analyzes NYSESLAT data in the fall to determine placement and programming, and communicates LEP status to students and their families.

An entitlement letter is sent home by the ESL Coordinator during the first two weeks of school in September explaining the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). This letter is distributed to each parent/guardian in both English and their home language. This letter must be returned by the first of October. If the letter is not returned by the specific time allocated, a follow-up letter is sent home and a call is made to the parent/guardian. A translator will be used if needed to ensure the importance of the information is conveyed and that the letter is returned. The original copy of this letter is placed in the students' files. A copy of this letter is placed in the ELL Compliance Binder.

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.

During an Emolior academy scheduled parent orientation meeting in September and subsequent parent / teacher conferences, the ESL Coordinator and Parent Coordinator meet with parents of ELLs to distribute and collect Parent Survey and Program Selection forms, and to build relationships with the families of our ELLs. The ESL Coordinator schedules parent orientation sessions at times convenient for the parent(s) to maximize attendance. The ESL Coordinator conducts the parent orientation meeting and presents all three programs available in NYC public schools regardless of the program(s) currently available at the school. Additionally, parents / guardians view the video in their preferred language: The Parent Connection—an Orientation for Parents of Newly Enrolled English Language Learners. Parent/Guardians are provided with the Guide for Parents of English Language Learners, an informative brochure which details pertinent information regarding ELL's. The brochures are given out in the different languages that are available. Parents/Guardians are provided an opportunity to ask questions and gain clarification about meeting the needs of their child. The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL, and ESL). The ESL Coordinator informs parents of the regulation that schools must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in grades K to 8. At this time Emolior Academy offers a free standing ESL program. Parents have the option to place their child in this program within 10 days based on their understanding of this program and the needs of their child.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The ESL Coordinator collects and reviews each Parent Survey and Program Selection Form for accuracy and signature. The Parent Survey and Program Selection Form are filed in the ELL Compliance binder by the ESL Coordinator. The ESL Coordinator keeps track of ELL Parent Choice by utilizing the ELPC screen from ATS. In the event, that a TBE/DL program becomes available at the school, parents who previously chose a TBE/DL will be notified in writing in English and Spanish. Phone calls to outreach parents will be made by the ESL coordinator and the Bilingual Guidance Counselor. A Parent orientation meeting will be conducted by the ESL coordinator and the School Principal to introduce the TBE/DL program, structure, goals, and expectation at the school and to clarify concerns from parents. In addition, the ESL Coordinator after reviewing the ATS RLAT report for NYSESLAT eligibility, sends home letters of Continued Entitlement for those students who are still receiving ESL services for the current school year, and non-entitlement letters for students who tested out the NYSESLAT the last spring. Letters are collected with parents' signatures and filed in the ELL Compliance Binder by the ESL Coordinator. Letters are sent in English and Spanish or any other native language that the ELL family speaks as per HLIS.

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.

The ESL Coordinator meets with parents and shares information about each program based on research. The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL, and ESL). The ESL coordinator collects and reviews each Parent Survey and Program Selection form for accuracy and signature. The school informs parents of the regulations that schools must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in grade K- 8. The school reviews Parent Surveys and Program Selection Forms and places students in programs based on parent's choice in accordance with the ASPIRA Consent Decree. The School keeps an accurate and updated file on parents who choose a bilingual program that the school was unable to offer as a result of insufficient number of students. The required information for newly identified ELLs is entered into the ELPC screen in ATS.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

After receiving the testing materials (manuals, student booklets, CD's and scantrons) the ESL Coordinator plans the administration schedule and locations within the determined timeframe to administer all sections of the NYSESLAT to all ELLs. E-mails are sent in advance to all staff to notify them about the testing schedule, and a hard copy is placed in their mailboxes. In addition, the ESL Coordinator takes care of preparation of test locations for assessment administration, makes arrangements for additional proctors, if necessary, and organizes schedule and procedures for returning assessment materials. ELLs take the test in the following order: Speaking, Listening, Reading, and Writing in different days. Make-up testing is allowed for students who were absent in the first round. The testing planning is monitored by the School Testing Coordinator.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

In the 2012-2013 school year, we received eight newcomers from Bangladesh, Yemen, and The Dominican Republic for 6th, 7th and 8th grade. After reviewing the Parent Survey and Program Selection form, six out of eight parents chose the ESL program and two of them chose the Bilingual program. Currently, in the 2013-2014 school year we have received three newcomers from The Dominican Republic, Bangladesh and Puerto Rico for 6th and 8th grade. Two of them chose the ESL program, and the other one chose the Dual Language program.

From the data below, 31 students were placed in the ESL program when first admitted in the system. 11 students were placed in the Bilingual program when first admitted. 05 of them have IEPs. From 11 students who were placed in a bilingual program, 07 students are currently in 6th grade, 02 students are in 7th grade, and 02 students are in 8th grade. At this time Emolior Academy offers a free standing ESL program only.

	Trans. Bilingual	Total	Dual Lang.	Total	ESL	Total
Years of Service	0-3/ 4-6 / 7-9	-	0-3/ 4-6/ 7-9	-	0-3 / 4-6 / 7-9	-
Sp. Ed/ SETTS	02/ 01 / 02	05	0 / 0 / 0	0	01/ 0 / 09	10
General Ed.	02/ 03 / 01	06	01/ 0 / 0	01	09/ 03 / 09	21
Total		11		01		31 = 43 ELLs

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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 foster language development and meet the demands of the Common Core Learning Standards.

We currently have one ESL teacher who directly supports ELA and Literacy for 43 LEP students. However, content area support is given by the ESL teacher in congruence of what the content area teacher is working on during an specific unit. The ESL teacher who is fluent in English and Spanish gives native language support to Spanish-speaking LEP students when working on problem-based content area projects assigned by the content area teacher. The ESL teacher articulates with the Science, Social Studies, and Math Department teachers from 6-8 grade during common planning periods to ensure activities are adjusted to our LEPs, to share strategies and best practices, and to chose content-related materials and resources that could better serve our ELLs' needs.

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

ELA:

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

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

#### Mathematics:

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

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

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

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

#### Social Studies/ Science

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

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

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

#### 4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Where manageable, students are given assessment in the home language along with translated materials to support instructional outcomes. We use a series of tools including digital translators, web serviced translation sites and Department of Education provided translated materials when available.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Beginners ELLs are pulled-out in small groups to receive direct instruction around fluency, grammar, vocabulary, writing skills, and/or reading comprehension. Writing is the primary focus for most English Language Learners at Emolior Academy, as this is the area that scholars generally score the lowest on the NYSESLAT. Advanced and Intermediate ELLs work within the push-in model to focus on current topics delivered during regular class focusing on the four modalities within any given lesson, providing opportunities for the ELLs to interact with English proficient students. The ESL teacher, in collaboration with the English Language Arts teacher, sets writing goals for each scholar and provides periodic feedback and writing instruction to push each scholar towards grade level proficiency in this area. The ESL instructor frequently meets with all teachers during our all school common planning periods as well as after school to map a plan of action on how to implement best practice strategies for the ELL students in their classrooms.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We do not have SIFE students at the moment.

b. For ELLs in US schools less than three years, an experienced ESL teacher working with this kind of population provides everyday small group instruction where instructional strategies are delivered for accelerated literacy development and for the integration of language and content. There is an ESL Resource Center with leveled materials and guided reading book sets to support vocabulary development, phonics, decoding skills, and reading strategies. In addition, our Spanish teacher provides language development support for newcomers with less than a year in US schools. We currently have 15 newcomers.

c. We have 08 ELLs receiving service 4-6 years. For this group of ELLs to succeed, they must master not only English vocabulary and grammar, but also the way English is used in core content classes. The ESL teacher uses the Sheltered Instruction Approach in which an ELL has to work with knowledge of English, knowledge of the content topic, and knowledge of how the tasks are to be accomplished to develop academy literacy.

d. There are 20 long-term LEPs at Emolior Academy. We tailored our push-in ESL program with these students' needs in mind. NYSESLAT data revealed that our scholars, by and large, score proficient in every area except Writing. Thus, there is a strong focus on writing, particularly expository pieces, in the ESL small group. The small group curriculum builds on LEPs' strengths by incorporating numerous collaborative activities and ensuring that scholars have a daily opportunity to utilize their strong listening and speaking skills. The teacher differentiates by learning style and interest to help engage scholars in the writing process. Lessons are scaffolded to build students' background knowledge and provide abundant models of expository writing.

e. Monitoring student growth with data tracking, instructional supports focused on continued ESL development and monitoring of these specific students within their heterogeneous instructional setting. Transitional support for ELL's reaching proficiency on the NYSESLAT includes immersion in general education classrooms with additional scaffolding by general education teachers trained with ELL methodologies. Additional support is provided during our 50 minutes extended day. Instructional programs are offered after school for FELL's in ELA and Math through The Common Core Success Academy. Transitional support for FELL's also includes testing accommodations on state exams, continued use of bilingual glossaries. Former ELL's are invited to AIS programs after school to prepare for state exams.

7. 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?

There are fifteen ELL- SWDs at Emolior Academy in the 203-2014 school year. These students receive appropriate services according to their IEPs. ELL-SWDs receives Special Education Teacher Support Services (SETTS) at Emolior Academy specially designed to provide supplemental instruction to support the participation of the student with a disability in the general education classroom. In addition, we provide Speech Services (Speech/language therapy) designed to address deficits in an ELL student's auditory, processing, articulation, phonological skills, comprehension and use of semantics, syntax, pragmatics, voice production and fluency. The ESL teacher collaborates with a Special Educator who communicates IEP goals and progress and provides suggestions for differentiation. The ESL teacher coordinates scaffolding strategies and differentiation plans with the

special education teacher to ensure that the information is comprehensible for all students. The school leadership team ensures that ELL-SWDs whose IEP mandates ESL instruction receive appropriate program by articulating with the SETTS teacher, the Speech provider and the ESL teacher regarding services and by monitoring the Special Education Student Information System (SEIS).

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We utilize a schedule that allows our ELL's to receive instruction, services and intervention with students who are performing at the same fluency level regardless of grade level. We feel this approach allows us to target instruction to specific fluency levels and maximizes the usage of our ESL teacher in providing supports to all ESL students. Additionally we have generated an intervention period during the day for all students that focuses on reading fluency and comprehension. This period matches students based on reading level and not ESL designation. This allows students to interact with peers in a non-restrictive environment while allowing teachers to maximize instructional time with a homogenous mixture of kids based solely on reading fluency and comprehension level.

**Courses Taught in Languages Other than English **

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

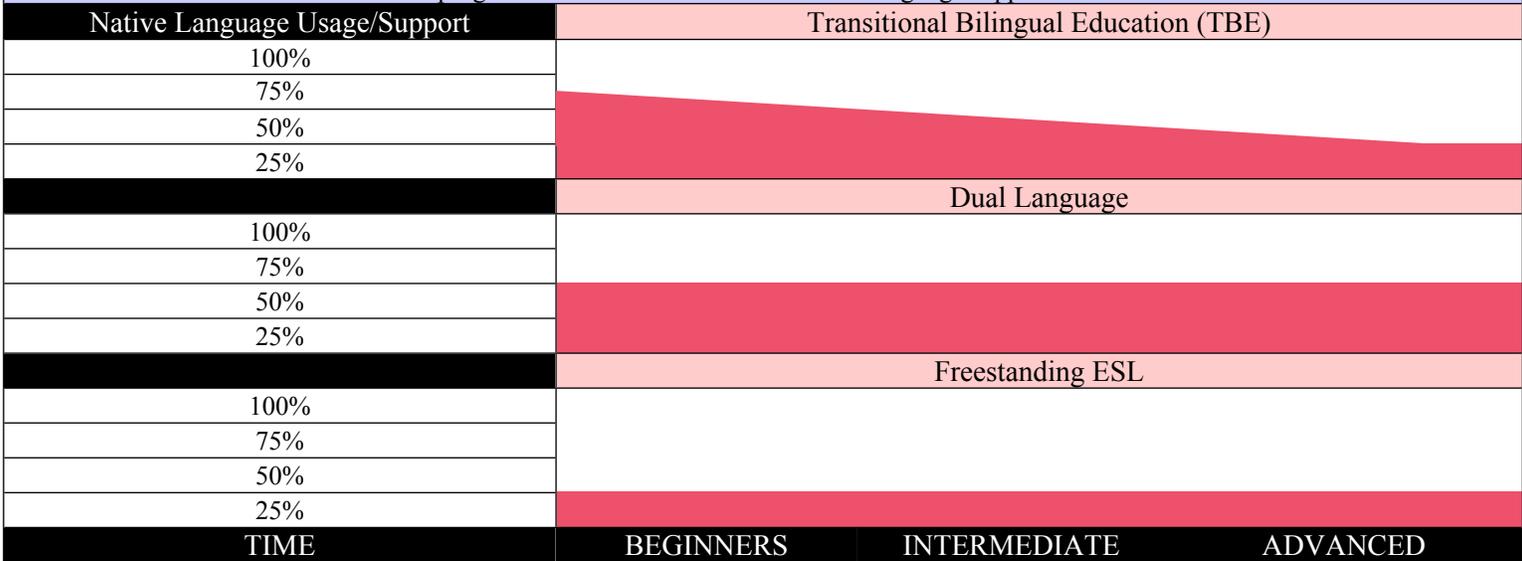
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.

Targeted intervention services for ELLs in ELA are offered to students scoring at beginning and low intermediate level in reading and writing to reinforce word recognition skills. Emolior offers the two following programs: 1) Wilson Reading System, a highly-structured remedial program that directly teaches the structure of the language to students who may require multisensory language instruction. 2) Access Code, a web-based, supplementary curriculum for struggling readers in middle school to acquire/strengthen, apply, and generalize phonics rules for improved fluency and comprehension.

Intervention services for ELLs in Math are offered during Small Group Instruction (SGI) twice a week in 6th grade in which ELLs reinforce math vocabulary and concepts. Tiered Intervention (T.I) for Advanced ELL students in 7th grade is also offered. ELLs in 7th grade are exposed to Reciprocal Reading and Guided Reading models to increase academic vocabulary, build reading comprehension skills, and practice critical thinking.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Data from School Report card, DRP, baseline assessment and content review signal that our program is producing effective results. We will not have a clear indication if the new tiered intervention program will be deemed successful until end of the year State Assessment and NYSESLAT results are determined.

11. What new programs or improvements will be considered for the upcoming school year?

We will be implementing a vocabulary acquisition program in all grades called Word Generations. This program is common core aligned with a specific focus on ESL strategies, words and approaches. This program will also incorporate a weekly writing piece and debate that is delivered by all major contents and subject areas weekly.

Additionally, We will institute an ESL translation device for each student in the building to assist with language, decoding and translation services in student native languages.

12. What programs/services for ELLs will be discontinued and why?

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

Additionally, an ELL Math before school program and ESL afterschool program will be created utilizing Title III money to target ELL beginning and low intermediate levels with the purpose of addressing their specific needs and with native language support. Advanced ELLs have access to regular tutoring in every subject area upon request. All the clubs, tutoring, and workshops post their flyers around the school, and a master calendar is school-wide distributed with dates, times, and teachers in charge of every activity.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Spanish native support is delivered in the Free Standing ESL program to Beginners and low Intermediate ELLs only by providing

translated materials, explanations, and definitions of complex content material, to better utilize ELL's prior knowledge in their native language. Then, target vocabulary and language structure in English are emphasized through content objective and language objective planning and delivery to promote accelerated language development.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Emolior Academy does not have a dual language program at this time.

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

ELA teachers receiving professional development on our Literacy Pilot have been looking at how our work directly relates to and affects ELL students and that information is turnkey to all staff throughout the year.

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Emolior Academy**

**School DBN: 12X383**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Derick Spaulding	Principal		12/4/13
Denise Scottel Castaner	Assistant Principal		12/4/13
Sheila Owens Slade	Parent Coordinator		12/4/13
Isis Monteza	ESL Teacher		12/4/13
Vivian Rodriguez	Parent		12/4/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 12X383 School Name: Emolior Academy

Cluster: 6 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**

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

The data used to assess our school's written translation and oral interpretation needs was taken from the Demographics and Accountability section of our Comprehensive Educational Plan, the initial screening process, which includes completing the Home Language Identification Surveys (HLIS), and the RLAT (Report of Students Eligible for the NYSESLAT). We assess translation needs through ATS home language surveys and through our own polling measures such as parent surveys, aris, parent communications and identified language systems utilized/needed school-wide. Additionally we utilize parent teacher conferences and large school gatherings as opportunities to gather parent written and oral needs for future communication. All of these opportunities to collect data are discussed in correlation to Emolior Academy cabinet, teacher and parent meetings to ensure proper systems are put into place for maximum communication effectiveness. All written correspondence, including entitlement, continued entitlement and non-entitlement letters, to our ELL parents is in both English and Spanish. At all parent meetings we have staff members available who provide translation services for our parents.

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.

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

systems. Additionally, in the event an oral translation need arises, there are always faculty and staff available to assist the parents before, during and after school. Title I Interpretation and Translation money is used for faculty and staff per session.

## **Part B: Strategies and Activities**

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

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

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

Emolior Academy provides oral translation in Spanish for all school / family meetings through the use of our own in-house translators. Additionally we utilize a phone messenger service that send s messages in English and Spanish to families about all important school event, notices and primary contact information. We are currently pricing an automated electronic system that will provide instant translation of all school communication. We will review our current / future translation needs along with the translation allocation budget to determine whether purchase of such a system is feasible and necessary. Additionally, we utilize the English language learner resources posted on the NYCDOE website such as parent brochures and parent notifications that are available in 9 languages.

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

Emolior Academy will identify all dates and anticipated document translation needs at least 30 days in advance to ensure timely and proper translation to service all student / family needs. Emolior Academy will also utilize a calendar of all scheduled meetings to ensure that translation is available and all anticipated concerns / needs addressed. "Important Notice for Parents Regarding Language Assistance Services" is posted in the Emolior Academy office in order for parents to be advised and assisted by the school of how to avail themselves of services provided by the school and the Translations and Interpretations Unit. Notices are translated into Spanish in order to ensure that parents fully understand the school's emergency procedures, if such a situation arises. Every attempt will be made to provide parents with translations and interpretations in parents preferred language of communication. Title I Translation and Interpretation monies are used to pay faculty and staff overtime so that there is always someone at the school to communicate with parents in their native language. Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative office because of language barriers. Teachers will receive per session to translate written or interpret oral communication. School Aides will receive overtime to translate written or interpret oral communication. Having someone in the building before, during or after school for translation and interpretation services is essential. The Parent Coordinator is always available to assist parents and provide them with the resources that they may need. She is also available to acquire translation support from the Translation and Interpretation Unit at the Department Of Education.

## 2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Emolior Academy	DBN: 12X383
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Emolior Academy is a small, neighborhood, 6th – 8th grade school committed to ensuring that all of our students achieve at the proficient or advanced level in each subject area and develop strong character qualities for the preparation to ultimately gain admission to and be successful in college. Our current student population is 250 students. We have 3 self contained Special Education classes and to date have identified 43 English Language Learners of varying proficiency in our school. All 43 students will be serviced throughout the year as per state mandate. One of our goals at Emolior Academy is to provide quality instruction to ELL students in order for them to achieve academic proficiency in the English language. To accomplish this goal, ELL's are provided with strategies to reinforce skills in all content areas. They will continue to be provided with additional opportunities beyond the school day to acquire maximum language acquisition after school programs in reading, math and science, including Academic Intervention Services

Currently, we have 13 students at the beginning level, 12 students at the intermediate level and 18 students at the advance level of language proficiency. In our analysis of the four modalities we found that students performed well on the listening and speaking components across all the levels. Their performance level on the reading and writing portion of the test showed areas of concern. The data indicates a need to ensure that our ELL's are provided multiple opportunities to grow their language development in all areas. In our Freestanding ESL Program, teachers of all subjects will use ESL methodologies to ensure optimal learning while focusing on the development of the academic language needed for the student to properly navigate the learning. Writing must become an integral part in all subjects in order to promote proficiency and English language competency. Our ESL and our ELA teachers must focus their efforts on providing reading, writing, speaking, and listening lessons that are supportive, differentiated, and rigorous.

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

## Part B: Direct Instruction Supplemental Program Information

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

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

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

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

This year, we are targeting students in the 6th, 7th, and 8th grades that are receiving 4-6 years of ELL services because they are at risk for becoming long-term ELLs. We are implementing an afterschool program that focuses on reading comprehension and the strategies associated with becoming a proficient reader. This program will begin in November 2013 and run through April 2014 with the

ESL/Bilingual teacher meeting with students at different before and afterschool scheduled sessions according with their Language Proficiency needs.

# Afterschool instructional program runs from November 26, 2013 to April 25, 2014

Monday through Friday from 2:35/3:25 to 5:30 p.m.

# Wilson reading program will run from January 26, 2013 to March 25, 2014

Monday through Friday from 7:25-8:15 a.m.

The program will utilize the Empire State NYSESLAT preparation book to reinforce comprehension strategies learned in our daily units of study. Additionally we will be using the Achieve 3000 program to support our program which allows us to differentiate by lexile score in English, and at the same time provide native language support when necessary. Writing intervention will focus on essay and long answer writing in response to pictures, prompts, and non-fiction text supplied by the Achieve 3000 program. Intermediate ELLs will receive Literacy reinforcement through the Access Code Reading Program, a web-based, supplementary curriculum for struggling readers in Middle school to

### Part B: Direct Instruction Supplemental Program Information

acquire/strengthen, apply, and generalize phonics rules for improved fluency and comprehension. and After the NYS ELA exam in April, students will continue to use the Achieve 3000 program to strengthen their reading fluency and rate, but begin an intensive workshop designed specifically for the components of the NYSESLAT exam. We will use the NYSESLAT test prep book as well as other teacher designed interventions. Further data analysis of the modality breakdown for the NYSESLAT scores from last year will be utilized to dictate the focus of these lessons.

### Part C: Professional Development

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

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

Begin description here: Professional Development

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

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

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

- October : CCSS and instructional best practices for ELLs
- November: Scaffolding Content for ELLs
- December: Vocabulary Development Strategies for Teachers of ELLs

### Part C: Professional Development

- January: The Use of the Native Language with ELLs
- February: QTEL Strategies
- March: Strategies to Improve ELL Academic Writing
- April: NYSESLAT Preparation
- May: SIFE Students

### Part D: Parental Engagement Activities

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

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

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

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

**Part D: Parental Engagement Activities**

- June – Summer Reading

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

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

**Part E: Budget**

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

Allocation Amount: \$6391

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$4,505.40	2 teachers x 1.5 hours per day x 2 days per week x 15 weeks x \$50.06/hours
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials	\$292.40	Instructional Supplies ( books, writing

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$6391

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		materials etc)
Educational Software (Object Code 199)	\$1,593.60	Achieve 3000 License to use with ELLs
Travel		
Other		
<b>TOTAL</b>	<b>\$6,391</b>	