



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ENTRADA ACADEMY
DBN (i.e. 01M001): 12X384
Principal: JAZMIN RIVERA-POLANCO
Principal Email: JRIVERA7@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
Jazmin Rivera-Polanco	*Principal or Designee	
Bernadette Rohan	*UFT Chapter Leader or Designee	
Roberto Espinoza	*PA/PTA President or Designated Co-President	
Eileen Romero	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jenly Castillo-Betances	Member/ Guidance Counselor	
Joanna Reyes	Member/ parent	
Flor Sanchez	Member/ parent	
Nelson DeLorbe Amaparo	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	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	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)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 12X384

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	312	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	12	# SETSS	35	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2013-14)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	5	# CTE	N/A
School Composition (2012-13)					
% Title I Population	90.9%	% Attendance Rate			93.0%
% Free Lunch	94.3%	% Reduced Lunch			3.1%
% Limited English Proficient	37.4%	% Students with Disabilities			21.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American			10.0%
% Hispanic or Latino	88.9%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	N/A	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	4.34	# of Assistant Principals			1
# of Deans	1	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	3.2%	% Teaching Out of Certification			19.8%
% Teaching with Fewer Than 3 Years of Experience	38.7%	Average Teacher Absences			5.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	4.6%	Mathematics Performance at levels 3 & 4			3.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			17.1%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	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			
Describe the strengths of your school's 12-13 SCEP.			
The strengths were in the annual goals around teacher teams developing curriculum maps and rigorous common core aligned units of study that included common benchmark assessments and the culminating performance task			
Describe the areas for improvement in your school's 12-13 SCEP.			
Areas of improvement include then need to develop in school leadership practices and decisions, and student social and emotional developmental health, and family and community engagement			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
<ol style="list-style-type: none"> 1. School leadership practices and decisions: Administrators did not meet the minimum of eight observations. 2. Students social and emotional developmental health: There was not a decrease in principal suspensions in OORS 3. Family and community engagement: We did not experience an increase in parental response to the school learning environment survey 			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Two out of the five goals were achieved			
Were all the goals within your school's 12-13 SCEP accomplished?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.			
School leaders attempted to conduct observations but fell short of eight per teacher. Students were involved in incidents that required principal and superintendent's suspensions that could not be resolved with student mediations or class removals.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Entrada Academy needs to work on building capacity with its new staff. Two thirds of the staff has less than 3 years of teaching experience.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The lowest third increase in mathematics by 3.3% , increase in the number of students who move from level 2 to 3 in the ELA Reading test as measured by the increase students achieving a level of 3 in ELA. ELL students achieving a level of proficiency on the NYSESLAT			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will communicate via e-mail on a weekly basis in the beginning of the week, grade team leaders will share minutes via e-mail and will meet with school leaders on designated times. Cabinet meetings will be held on a weekly basis to discuss school information. Letter and school messenger messages will be sent to parents to communicate school information in addition to telephone calls. Internal staff calendar will be given to all the staff			
Describe your theory of action at the core of your school's SCEP.			
Theory of action at the core of the SCEP includes conducting classroom observations and timely feedback that teachers can utilize to work on instruction and improve in their pedagogy, by having teachers participate in inquiry teams data will be gathered that will thereby provide teachers the means by which to teach their students using data. As a result of the data and feedback student achievement should increase			
Describe the strategy for executing your theory of action in your school's SCEP.			
The strategy for executing the theory of action includes scheduling teacher observations and feedback in a timely fashion. Providing time within teacher's schedules so they can meet to work on inquiry teams and analyze the data gathered. Execute and monitor benchmark assessments to determine if the data and the implementation of practices shared during workshops and other professional development activities increase student achievement			
List the key elements and other unique characteristics of your school's SCEP.			
The key elements of my school's SCEP include using Danielson's Framework as a guide for conversations and feedback for all teaching staff.			

Work closely with parents to create relationships. Increase the collaboration and the information disseminated to parents. Build capacity and provide teachers with professional development and resources from which to manage students behavior and the learning environment.

Inquiry teams will work on a variety of school wide concerns and problems that they will attempt to find solutions and implement strategies to target the problem of practice.

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

The school will use the feedback generated from observations using Danielson's Framework rubric, school created surveys for parents, and state and city data to monitor 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).							
School administrators should be more visible inside of classrooms, and more consistent and frequent about providing feedback on teaching based on the following data:							
<ul style="list-style-type: none"> ➤ According to the 2012-2013 Learning Environment Survey, 53% of teachers disagree that the principal “make clear to the staff his/her expectations for meeting instructional goals. ➤ According to the 2012-2013 Learning Environment Survey, 65% of teachers disagree that school leaders “give me regular and helpful feedback about my teaching.” 							
Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	12	HEDI Rating:	N/A

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.			
	2.2 School leader’s vision	X	2.3 Systems and structures for school development
	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

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 conduct a minimum of four (4) classroom observations per teacher and provide teachers with timely actionable feedback to improve their instructional practice. School leaders will align instructional practice to the Danielson Framework and use it to articulate clear expectations.	

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.	
▪ Strategies/activities that encompass the needs of identified subgroups	
1. School leaders will provide teachers with individualized professional development (SOP 2.3, 2.5)	
2. School leaders will provide resources that will enable teachers to implement feedback they receive (i.e., ARIS Learn, coaching from peers, monthly staff PD from administrators, coaches from the Network) (SOP 2.3)	
3. School leaders will provide teachers the opportunity to participate in collaborative team meetings to share best practices (SOP 2.3)	
▪ Key personnel and other resources used to implement each strategy/activity	
1. School leaders will provide professional development in key areas based on the feedback obtained from observations	
2. School leaders will provide resources that will enable teachers to implement feedback they receive (i.e., ARIS Learn, coaching from peers, monthly staff PD from	
3. School leaders will provide teachers the opportunity to implement ideas generated from the collaborative team meetings	
▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
1. By the end of June 2014, school leaders will have observed all staff members using Danielson’s Framework.	
2. By the end of June 2014 administrators will have opportunities to have personalized debriefs with teachers that will allow for coaching and feedback on lessons.	
3. By the end of June 2014, Coaches will have reports to give to administrators detailing their work and progress with teachers and the next steps outlined	
▪ Timeline for implementation and completion including start and end dates	
1. September 2013	
2. September 2013 April 2014	
▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity	
1. School leaders will work with ELA Lead Teacher who will then follow up with the ELA department	
2. School leaders will work with the Math Coach who will then follow up with the Math Department	
3. School leaders will work with the network achievement coaches who will provide professional development based on the feedback from the observations	

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants

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.

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

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).

We believe that academic rigor must improve so students could be college and career ready and that we have room to grow based on the following data:
 29%-35% of teachers disagree with the following statements:

- "School leaders place a high priority on the quality of teaching
- The school "Sets high standards for student work in their classes"
- The school "helps students reach targets for mastery"

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	12-13	HEDI Rating:	N/A
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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.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration	X	3.5 Use of data and action planning

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, 95% of teachers will possess an understanding of the competencies and the rubric from Danielson Framework included in the new teacher evaluation and will have improved pedagogy as evidenced by movement on the Danielson's Framework rubric by at least one level for selected components 1A and 3B.

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. Network Achievement coaches will come to the school three times during the 2013-2014 school year provide the staff with Lesson Planning Clinics (SOP 3.3)
 2. School leaders will provide professional development in HESS's Depth of Knowledge to work on creating questions and discussion techniques (SOP 3.3, 3.5)
 3. School leaders will meet with advance talent coach Joanna Berenson who will provide professional development for leaders to follow up with staff. (SOP 3.5)
- B. Key personnel and other resources used to implement each strategy/activity**
1. Network Achievement Coaches will provide the staff with lesson planning clinics and artifacts coaching to ensure complete understanding of Danielson's Framework as it applies to their pedagogy.
 2. The Principal will provide staff with information on the Danielson Framework
 3. Teachers will be given the link ARIS LEARN.org to continue with their professional growth in Danielson's Framework and to use as a guideline.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Teacher progress on at least one level for selected components 1A and 3B will improve one level over the course of the year
 2. School administrators and coaches will provide continual observation of classes
 3. The staff will be given opportunities during common planning times to discuss the Danielson's Framework and share best practices

D. Timeline for implementation and completion including start and end dates											
1. Network coaches will visit school on December 2013 to provide coaching on lesson plans and artifacts.											
2. Professional development sessions will begin in October 2013.											
3. Administrators will compare teachers' components 1A and 3B in October 2013, January 2014 and March 2014											
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity											
1. Teachers will use their professional planning periods to attend the clinics and workshop offered during the school day.											
2. Network achievement coaches will visit the school during teacher's extended time hours to offer workshops											
3. Teachers will also be given opportunities to attend outside professional development sessions offered by the city of New York											

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy		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.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams	X	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 #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).

We believe that data driven instruction is within every teacher's ability, and when it is a collaborative process, will impact student achievement school wide. We believe that we must improve in this area based on the following:

- According to our last DQR Developing Quality Review we were developing in the area of pedagogy "indicator 1.2"
- The following was stated in our last mock quality review, "Classrooms visitations also revealed minimal time allotted to sharing ideas and engagement with the curriculum, thus limiting students ability to produce meaningful work products." The report also stated, "in the majority of classes teachers used lead on questions and the lack of challenging learning experiences inhibits students from rigorous interactions."

Review Type:	DQR	Year:	2013	Page Number:	4,9	HEDI Rating:	N/A
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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.

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

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, 90% of teachers will engage in the collaborative inquiry process on teacher teams to develop, implement, and revise instructional strategies based data from assessments that will impact our most significant subgroups.

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. Weekly Collaborative Inquiry Team meetings (SOP 4.2)
2. Bi-weekly Grade Team Meetings, reviewing student work (SOP 4.5)
3. Bi-monthly ELL Committee Meetings (SOP 4.2)
4. Using "test" populations to experiment with strategies; tracking data (SOP 4.5)

B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Grade team leaders will meet with administration to provide feedback on the progress of their problem of practice and the next steps Grade Team Leaders for each grade will meet twice a week Inquiry Team Leaders will meet on a bi weekly basis to discuss inquiry Baselines that were conducted in each of the content areas will be used to determine where students are and midlines will be used to determine progress
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Staff attendance at meetings Agendas and minutes from meetings Student work products and data from test groups Any instructional tools teachers develop/use
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September 2013- Grade Teams established and begin meeting November 2013- Inquiry Teams and ELL Committee established and begin meeting February 2014- Inquiry Teams report initial findings on strategies used up to that point; create next steps March 2014- Proceed with Inquiry work from original teams or create new teams
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Teachers use one Extended Time period a week for Inquiry work Two periods a week in teachers' program for Grade Team meetings PD for administrators re: ELL strategies and use of data to spur ELL achievement Acquire resources through professional development

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
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.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		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 social, emotional health, safety and well-being of students are the main priority of Entrada Academy. We must improve the tone of our school, based on the following:									
<ul style="list-style-type: none"> ➤ According to the 2012-213 learning environment survey we scored a 6.8 in safety and respect ➤ According to the 2013-2013 learning environment survey, 62% of students say, "most adults treat students with respect." 									

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	1, 10	HEDI Rating:	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.									
	5.2 Systems and partnerships		X	5.3 Vision for social and emotional developmental health					
X	5.4 Safety			5.5 Use of data and student needs					

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.									
By June 2014, school leaders and staff at Entrada Academy will integrate intervention systems to promote a safe and positive school environment, as measured by									

students' responses to the School Environment Survey.

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. We will provide teachers with professional development and coaching from Educators for Social Responsibility (ESR) in order to create and implement common expectations for student conduct and for addressing misbehaviors. (SOP 5.3)
2. We will train grade team leaders and members of the counseling staff in PBIS and implement a school-wide PBIS framework (SOP 5.4).
3. We will create an incentive-based system for recognizing students who contribute positively to the school culture (SOP 5.3)
4. We will have students provide input on the framework and the number of social activities after school hours (i.e., dances, movies, games, etc.) (SOP 5.3)

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

1. School leaders (i.e., Administration, Grade Team Leaders, etc.)
2. Guidance staff and students
3. ESR personnel
4. Network resources for PBIS training

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

1. Observations of classroom environment by school leaders and consultants (use of ESR-provided templates)
2. Guidance staff will meet with student on a bi monthly basis to determine the effectiveness and progress of the programs and activities
3. Teachers will provide feedback on the effectiveness of the program based on the school environment.
4. Administration will monitor student attendance and feedback on social events

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

1. August 2013- Beginning of ESR workshop series, coaching continues into the Fall and Winter (PD and coaching expected to end in January 2014).
2. September 2013- Implementation of school-wide incentive-based system (Entrada Bucks, after-school social activities).
3. October 2013- PBIS training for school leaders begins.
4. November-January- PBIS rollout to staff; school-wide PBIS launch starts in January.

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

1. Purchase of ESR services; training for teachers to attend
2. Substitutes for teachers who go to PBIS training
3. Use of school facilities and personnel for after-school social activities
4. Re-programming of Collaborative Inquiry time to facilitate meeting time for Grade Team Leaders and guidance team

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy		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 used in Galaxy used to support the activities listed in part A. .

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

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).

Family and Community engagement is strongest when schools and families work together, the involvement of our parents must be improved based on the following:

- The 2011-2012 Learning Environment survey indicated that 67% of our parents responded to it, however only 36 % of parents responded in 2012-2013.

Review Type:	Learning Environment Survey	Year:	2011-2012, 2012-2013	Page Number:	1	HEDI Rating:	I
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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.

X	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

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, school leaders will increase the percentage of parents who actively engage in school activities by 5% as evidenced by parent participation in school activities/workshops and attendance records.

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).

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

1. Parent coordinator will schedule workshops and informational sessions to address the specific needs. I.e., Immigration services, Homelessness Prevention, and Housing Programs. Adolescent Health and Hygiene, Child Identity Theft Prevention, and Family Crisis Intervention (SOP 6.2)
2. Parent coordinator will plan and schedule collaborative workshops for both parents and students (SOP 6.2, 6.5)
3. Parent coordinator will work to bring in guest speakers to address youth development and family concerns (SOP 6.2, 6.5)
4. Parent coordinator will plan trips related to educational advocacy for parents (SOP 6.2)

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

1. Parent coordinator will coordinate activities with the Catholic Charities Home Base Program who will come to the school and speak on immigration reform and homeless prevention, and housing programs.
2. Parent Coordinator will coordinate activities with the Bronx Health Links to provide workshops and incentives to parents for participation in the workshops.
3. Parent Coordinator will partner with Legal Shield, who will work on providing emergency contraception information, female anatomy workshops and present the LIFT Program
4. Guidance counselor at Entrada Academy has partnered with Virginia's House of Hope to provide 25 needy families with a shopping cart full of groceries.

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

1. Entrada Academy will host activities and will determine the effectiveness of the programs based on parent attendance.
2. Entrada will create feedback forms from which to gather information that will help us determine the effectiveness of the programs.
3. Entrada Academy will also create feedback forms to give students to determine the effectiveness of the collaborative programs with parents and students.
4. Entrada Academy will monitor the progress parents have made after parents have been provided with workshops and activities at the school.

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

1. Events will be held on a monthly basis beginning in September 2013
2. Virginia's House of Hope will distribute goods to parents on December 2013
3. End of March 2014 parents will travel to Albany to participate in the NYSABE advocacy
4. Bronx Health workshops and other activities will begin in January 2014

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

1. Parent coordinator will work on coordinating the guest speakers, the trips and the workshops that will be held at the school.
2. Parent Association will work on fundraisers and participation in the workshops and activities that will be held at the school.
3. School Leadership Team will participate in providing the school feedback and obtaining feedback from parents and their needs.
4. Family worker will assist in making sure that parents are informed of events by making phone calls and informing parents as they come in.

Budget and Resource Alignment

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

x	PF Set Aside	X	Tax Levy		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.

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

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.)
ELA	Tier II and Tier III interventions (Wilson Reading Systems; Just Words)	Small group instruction	During the school day; four (4) periods per week
Mathematics	<ol style="list-style-type: none"> 1. Math enrichment based on high school standards for selected students. 2. Extended Time used for Math instruction 	<ol style="list-style-type: none"> 1. Whole-class instruction 2. Small group instruction 	<ol style="list-style-type: none"> 1. Twice a week (100 minutes) 2. Twice a week (100 minutes)
Science	Science enrichment based on high school standards for selected students.	Whole class instruction	Twice a week (100 minutes)
Social Studies	n/a	n/a	n/a
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic counseling	Small group or one-on-one	During the school day as needed

**Title I Information Page (TIP)
For School Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. 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.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
The New York City Department of Education (NYCDOE) in collaboration with the New Teaching Fellows, Teach for America, Colleges and Universities and other educational organizations works to ensure the hiring of qualified teachers. Throughout the year, the NYCDOE offers multiple opportunities for schools to participate in hiring fairs. Due to the high levels of accountability at the city and state levels, we cannot longer afford to hire non-qualified teachers. In addition, we use some Title I funding for teachers' professional development.

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).
Principal, Assistant Principal, Math Coach, and ELA Lead Teachers attend Network conferences centered on the CCLS and turnkey the information to the staff at faculty conference and other PD opportunities. Teachers participate in web-based conferences, as well as in-person conferences, to learn about the new Code X and CMP3 curriculum.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Entrada Academy will partner with MSQI, CHAMPS, Planned parenthood, and Bronx District Attorney's office 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.
We have a Measures of Student Learning Committee (MOSL) that selected our base- and endline assessments upon which part of a teacher's evaluation will be based.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community at Entrada Academy. Therefore, Entrada Academy, 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 Entrada and the families. Entrada Academy's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Entrada Academy will support parents and families of Title I students by:

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

Entrada Academy's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Entrada's 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 Entrada Academy.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, Entrada Academy 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 Entrada Academy and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Entrada Academy will further encourage school-level parental involvement by:

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**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 12	Borough Bronx	School Number 384
School Name Entrada Academy		

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 Jazmin Rivera-Polanco	Assistant Principal Christina Natalello
Coach Elizabeth Fitzmaurice	Coach
ESL Teacher Evangelina Ramirez	Guidance Counselor Enrique Roman
Teacher/Subject Area Elyn Ballantyne/ESL	Parent Flor Sanchez
Teacher/Subject Area Sadie Goldman/Social Studies	Parent Coordinator Veronica Rivera
Related Service Provider	Other Disneyda Lopez/Spanish
Network Leader(Only if working with the LAP team)	Other Jerrelyn Diaz/Bil Special Ed

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	311	Total number of ELLs	120	ELLs as share of total student population (%)	38.59%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							2	2	2					6
Push-In							1	1	1					3
Total	0	0	0	0	0	0	3	3	3	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	120	Newcomers (ELLs receiving service 0-3 years)	63	ELL Students with Disabilities	26
SIFE	18	ELLs receiving service 4-6 years	35	Long-Term (completed 6+ years)	21

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	64	13	6	35	4	12	21	0	8	120
Total	64	13	6	35	4	12	21	0	8	120

Number of ELLs who have an alternate placement paraprofessional: 8

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
French														0
SELECT ONE														0
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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							38	40	39					117
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							1	1	1					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	39	41	40	0	0	0	0	120

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)							15	22	20					57

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)							7	9	13					29
Advanced (A)							16	9	6					31
Total	0	0	0	0	0	0	38	40	39	0	0	0	0	117

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	23	3	0	0	26
6	25	1	0	0	26
7	29	1	0	0	30
8					0
NYSAA Bilingual (SWD)		1		2	3

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	21	11	1	0	1	0	0	0	34
6	12	18	3	0	0	0	0	0	33
7	12	23	0	2	0	0	0	0	37
8									0
NYSAA Bilingual (SWD)					1		2		3

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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 Fountas and Pinnel and Degrees of Reading Power (not for Newcomers) to assess literacy skills for our ELLS. This data can be provided as requested once it is compiled. ** Our school also uses F&P Running records to assess literacy skills for our ELLS. As of the end of November, 2013, teachers are finalizing the first round of running records. This data can be provided as requested once it is compiled by the two ESL teachers.**
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our largest subgroup of ELLs is Beginners, followed by Advanced, followed by Intermediates. We also notice that many more Advanced students are in 6th grade than in the other two grades, so in the future, we expect more Advanced and Proficient students in the school as they get older.
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 Combined Modality Report is not available from the 2013 NYSESLAT exams.
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?
 - a. Upon review of our data from last year, we notice that ELLs tend to be performing at a Level 1 on the NYS ELA exam regardless of their NYSESLAT proficiency. Also, there appears to be very little difference in students' scores on the NYS Math exam, regardless of whether the exam was given in the native language or in English.
 - b. We are awaiting the results of the ELL Periodic Assessments, which were just given earlier this month. When we get them, we will consider what additional supports or programmatic changes we may need to make. The ELL Committee will share the results with all teachers and administrators will expect teachers to use the data to group students, differentiate their work, appeal to all four language modalities, and scaffold.
 - c. We will not know until the results come in.
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](#).)
N/A (not K-5 school)
6. How do you make sure that a child's second language development is considered in instructional decisions?
We differentiate the instruction to appeal to each modality. **In order to differentiate instruction for our ELLs population, we utilize the results garnered from the NYSESLAT and part of that analysis includes identifying the trends among our ELLs. We also use this report to track seventh and eighth grader's progress during the last two years.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A (no DL at our school)
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We expect the ELLs' reading levels to advance by more than one grade level within one academic year. We will measure the reading levels of Beginners with Fountas and Pinnel Running Records, and the Intermediate and Advanced students with the Degrees of Reading Power. These tests are administered 3 times per year to monitor progress. **We are unable to provide the date at this time, as F& P running records are in progress.**

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](#).)
When new students are enrolled, the Home Language Identification Survey (HLIS) is completed by the parent or guardian and facilitated by our principal Ms. Riveras-Polanco who is a bilingual Spanish/English pedagogue. If she is unable to facilitate one of our trained teachers (ESL Teachers: Ms. Ramirez, Ms. Ballantyne) will complete this portion. As part of the enrollment process an informal oral interview in English and in Spanish is conducted, 98% of our ELLs speak Spanish as their first language, therefore all interviews are conducted in Spanish, unless a parent requires otherwise. Should a parent request a different native language, an effort will be made to locate a staff member from either our school or one of the schools located on our campus to translate. Based on an analysis of the answers to the HLIS and the informal interview students who qualify to take the Revised Language Assessment Battery(LAB-R) are administered this test by an ESL teacher or bilingual (English/Spanish speaking) teacher within the first 10 days. The LAB-R is hand scored by the administering teacher and if the student qualifies for ESL services the parents are contacted by the parent coordinator.
The New York State English as a Second Language Achievement Test (NYSESLAT)is administered with the same high level accountability as any other state test. Letters are sent home to parents to notify them about the days and times of the test, information is provided in both English and Spanish so that parents are informed. All our ELL students are administered the NYSESLAT by our ESL and bilingual teachers. The Assistant Principal runs the RLAT report from ATS organizing the data to show how the students performed on the NYSESLAT or LAB-R. This report is color coded and distributed to each teacher to review and use accordingly for student grouping and show language proficiency.
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.
The parent coordinator calls the parents or guardians of newly identified ESL students as per the LAB-R within 10 days of registration and asks them to come in to review the Parent Orientation Video (Spanish) and to discuss their ELL program choices. During during the parent orientation a pedagogue, ** Ms. E. Ramirez, our ESL teacher, explains all ELL programs (dual language, free standing ESL and bilingual) and shares with the parents the programs available at our school. During this meeting parents complete the Parent Survey and may complete their Program Selection form indicating their choice of ELL program. If a parent requests a program that we do not have, we explain the options that we do offer, inform them that we do not have that option of their choice, and enroll them anyway in a program that we have so that service can begin right away. We have some flexibility in our program to offer a combination of NLA, pull-out ESL, push-in ESL, and free-standing ESL classes. If the parent is still not satisfied, we refer them to the office of English Language Learners, which will coordinate the student's transfer with the Office of Student Enrollment. We would still temporarily place the student in our ESL programs while the transfer is pending.
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 school administration makes sure that all ELL students receive an entitlement letter every Spring. These are sent out by our ESL teacher to the students homes as well as a backpack copy. Copies are made for the school records and kept in the Main Office in the ELL binder. For all parent activities, meetings and home communications in writing, we ensure that adequate information is distributed by providing translations and information in English and Spanish. Our parent coordinator provides information as to the programs, services and support available to our students and parents at our school. Our parent coordinator assists by following up with the parents to ensure the entitlement letters, parent survey and program selection forms are returned. ** Entitlement letters are sent to the students homes upon completion and results of the LABR.**
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.
**Currently our school offers free standing ESL classes, push-in ESL classes, and 12:1 classes with an alternate language paraprofessional. The principal in collaboration with the parent coordinator holds a meeting with the parent of the potential ELL student to discuss the placement options at our school. Based on the results from the LAB-R and observations made during the

informal interview students are placed into the appropriate setting. Placement letters are distributed by the principal or assistant principal and copies are maintained in the Main Office in the ELL binder. Continuation letters are also distributed as required and maintained in same locations. We try to honor all parent choices, if we have the numbers required to open the class. Translation is always available at our school for English and Spanish, all forms of communications are sent home in both languages, English and Spanish. ** ATS is updated within the required 20 days when all forms of communication are completed.**

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.

We follow all of the testing requirements and procedures as per the School Administrators' Manual (SAM) when ELLs take the NYSESLAT. Students and parents are notified as to when the exam will be administered at least a week in advance. Proctors are familiarized with the testing procedures and their role in the administration of the test well in advance. We ensure that locations where testing is held are away from non-tested students to avoid disruption, and all accommodations as per IEP mandates are met. The proctors selected are familiar with the ELL population and with the demands of the exam in advance of the test; we select their ESL teachers, the Spanish teacher, or other Spanish/English bilingual teachers who are likely to know the students and the exam well, and whom all have the ability to communicate in both languages if necessary.** After reviewing the Parent Survey and Program selection forms for the last few years we have observed the trend of choice to be free standing ESL program.

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

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])?

Currently our school offers free standing ESL classes, push-in ESL classes, and 12:1 classes with an alternate language paraprofessional. Our ELLs currently travel with ELLs who have a similar proficiency level within a larger class of non-ELLs. Beginners/Newcomers receive ESL instruction in a free standing ESL class and NLA; Intermediates receive a combination of push-in ESL support with a free-standing ESL class; Advanced students receive instruction in a free-standing ESL class. All free-standing ESL classes contain students with similar levels of proficiency (homogeneous). They receive instruction in content areas in English with support in their native language via textbooks. In our special education classrooms (12:1 or 12:1:1), there is either an alternate language paraprofessional and/or bilingual special education teacher in each of the classes.
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)?

Our ELLs do not travel together in a self-contained "ELL-only" class. Rather, each official class has a homogenous subset of ELLs within it. This allows us to tailor programming to meet the needs of each subset in the following manner:

 1. Beginners: Beginner ELLs attend a free-standing ESL class with a certified ESL teacher for 8 periods a week (45 mins. each) while their non-ELL peers have English Language Arts; therefore, they have 360 mins./week of ESL. They also receive NLA for 4 periods a week (50 mins. each) while their non-ELL peers have Tiered Reading Instruction (a total of 200 mins./week)
 2. Intermediates: Intermediate ELLs attend a free-standing ESL class with a certified ESL teacher for 4 periods a week (45 mins. each) while their non-ELL peers have Tiered Reading Instruction. Also, they have English Language Arts for 8 periods a week (45 mins. each). During 4 of the ELA periods, an ESL teacher comes to the class to support in a push-in model. Therefore, Intermediate students still have a total of 8 periods of ESL a week (360 mins./week), as per CR Part 154. They also have 180 mins./week of ELA.
 3. Advanced: Advanced ELLs attend a free-standing ESL class with a certified ESL teacher for 4 periods a week (45 mins. each) while their non-ELL peers have Tiered Reading Instruction. Therefore, they have 180 mins./week of ESL and 360 mins./week of ELA.
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.

Content instruction is delivered in English with material provided in Spanish for our free standing ESL classes. For Social Studies and Science, textbooks and instruction resources, homework projects are available in English and Spanish. Teachers use grouping to support language instruction in the classroom, for example a new arrival is paired with a student who is proficient in English for language support. Teachers use various graphic organizers to support student comprehension as well as maintain active word walls. ESL teachers provide instructional materials in Spanish as homework or follow up activity for content area teachers. Textbooks for Social Studies, Science and Math are available in Spanish as required by students language needs. Additionally, in the classes that contain Beginner ELLs, an extra teacher (usually one who is bilingual in Spanish/English) pushes in to 63% of Math classes to work with those students, either translating or otherwise differentiating for them.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL students have a running record administered. Students with 0-2 years in the country have a running record administered in their native language (Spanish) to give a comprehensive reading level. Baselines and teacher made tests are translated and administered to students in Spanish to assess students understanding of content area material.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Reading: Fountas and Pinnel; Degrees of Reading Power
 Writing: Quick Writes
 Speaking: Anecdotal during discussions and presentations; evaluated with teacher-created rubrics
 Listening: Anecdotal during discussions and presentations; evaluated with teacher-created rubrics
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 balanced literacy instructional approach along with the use of relevant contexts, an emphasis on key vocabulary and multiple styles of learning are used in instructional practice to make content comprehensible and to enrich language development.

Instruction for ELLs is differentiated according to their proficiency levels and individual needs. Since NCLB now requires ELA testing for ELLs after one year we plan to support this ELLs by familiarizing them with the ELA testing format and vocabulary while also using guided scaffold instruction that integrates strategies and skills similar to those incorporated into the exam. Additionally, we are exposing them to classes with more English-speaking peers than we ever have before.

Students classified as SIFE receive their mandated ESL service, the option of taking an NLA course, and we are also exploring after-school programs that support language acquisition specifically for SIFE students.

Our school plans to help our ELLs who have been receiving services for 4 to 6 years as well as push our long term ELLs to proficiency by using individual data from the NYSESLAT, ELL Periodic Assessment, New York State Tests, and alterative assessments and observations to identify student weaknesses and strengths that will drive differentiated rigorous instruction across all content areas. We also provide Intermediate and Advanced ELLs with additional units of English Language Arts beyond the state minimum requirements.

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?

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

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?

ELL-SWDs are placed in larger class sizes during ESL and/or NLA, when IEPs permit. When the IEPs do not permit this, an ESL teacher provides service via pull-out. We can accommodate this through parallel programming. Additionally, our ELL-SWDs have their core classes with either a bilingual special education teacher and/or an alternate language paraprofessional.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

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.
- we program extra minutes of ELA for Intermediate and Advanced ELLs, above the requirements of CR Part 154.
 - we program NLA (Spanish) for Beginner ELLs, despite not having a TBE program, which exceeds the requirements of CR Part 154.
 - we support 63% of Math instruction for ELLs with a second classroom teacher who assists, usually in their native language (Spanish).
 - we offer priority to ELLs in the lowest-third for Extended Time placements (Spanish and/or English) **Targeted Interventions for ELLs in ELA, MATH, Social Studies and Science include but are not limited to the following: -A Balanced Literacy Approach - Academically Rigorous Instruction -Differentiated Instruction -Periodic/Interim Assessments -Acuity -Contextualization - Technology that focuses on developing listening, speaking, writing and reading -Technology/Software that provides challenges to each student based on their identified needs -Extended day and after school programs that focus primarily on literacy and mathematics. -Ongoing assessments provides evidence of students learning and need for change to drive instruction. In addition, textbooks, homework, and projects are provided by the teachers.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Many aspects of our ELL program have been implemented for the first time this year. We predict that NYSESLAT scores of students will improve, as the Intermediate and Advanced levels of ELL students are receiving additional ELA instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- We have already made changes to this year's programming by combining homogenous ESL classes with exposure to non-ELL peers in all content areas. As noted elsewhere in this LAP, we will closely monitor the ELLs' progress over the next few months to determine if this was an effective change. We have also created an ELL Committee that is charged with monitoring this progress, communicating data and trends with the staff, and coordinating ELL-related PD for the staff. Furthermore, we have established a special Inquiry Team that will focus on our ELLs and Former ELLs who are currently at a Level 2 on the NYS ELA exam.
12. What programs/services for ELLs will be discontinued and why?
- We have discontinued Bilingual Special Education classes for each grade, due to the very low numbers of students whose IEPs required those services. In the past, the number of students who required those services was large enough to have a class in each grade; as of September of 2013, the number dropped so significantly that we did not even have enough in the whole school to open a class. However, these students are still supported by alternate language paraprofessionals; one class has a certified bilingual special education teacher; and they still receive ESL services, either through pull-out or attending a free-standing ESL class.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are entitled to- and attend- the same classes as their non-ELL peers during the school day. They are also invited to join the same after-school programs. Last year (2012-2013), we created a special after-school program just for ELLs to expand their technology and English skills and abilities; we plan to open the same program again this year.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We used Title III funding to purchase a laptop cart and computer program (ALEKS) for the ELLs' after-school program. During the regular instructional day, we use the following materials:
- English 3D curriculum for Advanced/Intermediate ELLs
 - National Geographic Inside for Beginner ELLs (and lower Intermediates)
 - Word Generation, which has been proven to be effective with ELL populations, is used with all non-ELLs as well as Intermediate and Advanced ELLs school-wide
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- NLA is offered for 180 mins./week to Beginner-level ELLs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The instructional minutes of ESL that ELLs receive each week corresponds to their proficiency levels. Additionally, even though we do not have a TBE class, we still provide Beginners with 180 mins./week of NLA because we believe that supports their

transition academically, linguistically, and culturally. We also mix students from grades 7 and 8 together in some ESL classes because their proficiency level is homogenous. We do not do this with 6th graders because we do not believe that they are mature enough to be with older students, and because the grade bands of the NYSESLAT do not support the mixing of 6th graders with 7th or 8th graders.

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.

We provide events such as Thanksgiving dinner, Spring dance, school trips etc. where all students can participate. Additionally, the ESL department plans special trips exclusively for Beginner ELLs, such as a recent trip to the theatre. Their ESL and NLA classes provide opportunities to collaborate exclusively with other ELLs, while their other classes provide opportunities to collaborate both with their Beginner ELL peers and non-ELLs. Finally, we have two bilingual guidance counselors and a bilingual parent coordinator who are skilled at building rapport with new students and their families.

18. What language electives are offered to ELLs?

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

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)?

N/A (no DL program at our school)

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.

1. At Entrada, the primary goal for professional development is to ensure that all faculties are engaged in professional discourse, learning, and reflection. The school provides support for our ELLs by providing high-quality ESL teachers. Weekly departmental meetings seek to define and implement the school's integrated curriculum. Specialized personnel will train teachers in current ESL strategies methodologies in first and second language acquisition. In addition, a leadership team (the ELL Committee) will develop instructional scaffolding techniques based on teacher and student needs. Best practices will be shared to support growth and development of the teaching faculty. Our Bilingual, ESL faculty, and main stream teachers will participated in the Quality Teaching for ELLs (QTELL) training programs last year (2012-13). ESL /Bilingual teachers will use 6 common planning periods per month to share curriculum information, share instructional materials, and learn about the components of a Balanced Literacy Program and the importance and techniques of teaching vocabulary.

2. Last year, training was provided to ELA and ESL teachers regarding the Language Standards. Additionally, we have formed an Inquiry Team that will test out various instructional approaches with the goal of promoting text-based responses to tasks/questions among our ELLs and Former-ELLs who are currently at a Level 2 on the NYS ELA exam.

3. We are planning for our bilingual guidance counselors to hold workshops with the staff on this topic.

4. Ongoing professional development is provided to all staff who service ELL students. All staff members are encouraged to attend school and district wide opportunities for ELL professional development and would be supported in obtaining a bilingual or ESL extension. The minimum 7.5 hours of ELL training (Jose P.) for all staff is provided through in school and outside workshops. Our ESL teachers provide training in collaboration with our Assistant Principal to all staff about ELL instructional strategies, assessments and improving students' academic language.

The following workshops will be offered to Bilingual/ESL teachers as well as other teachers this year.

- ESL through content area
- ESL/ELA curriculum align to the Common Core Learning Standards
- Students Portfolios Structure(Math, ESL, ELA, Science, Social studies)
- LAP policies
- Reports/data related to the ELL population
- Culminating Activities related to the unit of study
- Differentiated instruction

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

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?

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

1. Parents are a vital part of the Entrada learning community. In addition to the quarterly report card conferencing, parents are kept informed and updated via several forms of communication. Parents were administered a survey to identify areas of interest, based on the survey we will provide workshops on immigration, housing and homework to all our ELL parents. These include the monthly parent calendar, well-planned informational sessions tailored to address the specific needs of our ELL community, open access to our teachers, staff and related services, i.e., counseling to address academic and or behavioral needs their children may have.

2. Through our partnerships with Community Based Organizations such as SISDA and the Beacon Program, we have been able to provide services in many areas of need. We also tap into the multitude of services available through the city, state and local agencies in our district. We have provided bilingual workshops for parents on topics such as identify theft and financial literacy.

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

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

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.

N/A

Part VI: LAP Assurances

School Name: Entrada Academy 384**School DBN: 12X384****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jazmin Rivera-Polanco	Principal		11/14/13
Christina Natalello	Assistant Principal		11/14/13
Veronica Rivera	Parent Coordinator		11/14/13
Evangelina Ramirez	ESL Teacher		11/14/13
Flor Sanchez	Parent		11/14/13
Sadie Goldman/Social Studies	Teacher/Subject Area		11/14/13
Elyn Ballantyne/ESL	Teacher/Subject Area		11/14/13
Elizabeth Fitzmaurice	Coach		11/14/13
	Coach		1/1/01
Enrique Roman	Guidance Counselor		11/14/13
	Network Leader		1/1/01
Jerrelyn Diaz/Bil Special Ed	Other		11/14/13
Disneleyda Lopez	Other <u>Spanish</u>		11/14/13
	Other		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: 12X384 School Name: Entrada 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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Entrada Academy	DBN: 12X384
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

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