



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	12X383
School Name:	EMOLIOR ACADEMY
Principal:	DERICK SPAULDING

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Emolior Academy School Number (DBN): 12X383
School Level: Middle school Grades Served: 6-8
School Address: 1970 West Farms Road, Bronx NY 10460
Phone Number: 718-842-2670 Fax: 718-842-2857
School Contact Person: Denise Scottel Castaner Email Address: dscottelcastaner@schools.nyc.gov
Principal: Derick Spaulding
UFT Chapter Leader: Deborah Ogedengbe
Parents' Association President: Sandro Perez
School Leadership Team
Chairperson: Denise Scottel Castaner
Student Representative(s): _____

District Information

District: 12 Superintendent: Rafaela Espinal Pacheco
Superintendent's Office Address: 1434 Longfellow Avenue, Bronx NY 10459
Superintendent's Email Address: Respina@schools.nyc.gov
Phone Number: 718-328-2310 Fax: 718-542-7736

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 608 Network Leader: Rudy Rupnarain

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Derick Spaulding	*Principal or Designee	
Deborah Ogedengbe	*UFT Chapter Leader or Designee	
Sandro Perez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Arlenil Ulloa	Member/ UFT	
Jason Lloyd	Member / UFT	
Persa Lukic	Member/ UFT	
Nicole Carter	Member/ Parent	
Carina Collier	Member/ Parent	
Jissel Guerrero	Member/ Parent	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

At Emolior Academy our mission is to ensure that all students achieve at the proficient or advanced level in each subject area and develop strong character qualities in preparation for the next levels of their education, high school and college readiness. We are a school community of staff, students, families and partners working together to create a sustainable culture of high expectations and strong academic achievement. Emolior is the Latin translation of the phrase “*to achieve by effort.*” Effort defines the expectation by which our students achieve proficiency in each subject area and develop the skills necessary for success in college. At Emolior Academy it is our responsibility to provide children with a safe space to learn, expand their ideas and develop in character. Emolior strives to expose students to an environment that promotes high expectations, rigorous curriculum, and student centered learning. Our school community is focused on its quest to develop confident, self-motivated, critical thinkers and scholars.

The school demographics are as follow:

Grade(s) presently in school:	6-7-8
Attendance % to date	92%
Demographics:	Demographics:
Ethnicity	Hispanic 65%
	Black 33%
	Asian 2%
% Gender	60% Female – 40% Male
% IEP students	28%
% ELLs	17%

According to the 2013-2014 School Quality Review, Emolior Academy is proficient in the following:

According to the 2013-2014 School Quality Review, Emolior Academy ensures all stakeholders are unified in providing a safe and nurturing environment through the integration of effective and research-based programs that promote academic and personal growth for all students and adults. There exists an unwavering emphasis on maintaining a positive school culture that supports the school’s theory of action. The school leaders and staff believe that if the school maintains a safe, inclusive and nurturing environment then accelerated student and adult learning can thrive. Currently used programs at the school were selected based on the identified needs of the school stakeholders using analysis of school data. Team building strategies introduced to staff also resulted in staff moving from collegial to collaborative teams, strengthening their ability to plan together effectively and to share ideas and resources. When interviewed, teachers and students stated how much they appreciate the principal’s daily ‘hands-on’ approach and family-style leadership. “We love our school” and “proudly wear our uniform” was a common response by students. Student government meets weekly to discuss issues and participates in helping to make school decisions. For example, students promoted a fund raising activity for Breast Cancer, which was co-led by a teacher and the SG. All teachers have been selected for specialized professional development in content areas other than their licensed areas to promote and extend their vision and growth. These endeavors and practices engage all members of the learning community and enable a school climate that is inclusive to all.

Our school has clear structures and systems to provide an inclusive school culture. Each student is known well, as evidenced by the principal addressing students by name when visiting classes and when walking through the hallways. The use of a student identification card system has been integrated into the school and a school wide e-mail system, in which each student has his/her own e-mail address fostering a deeper sense of belonging and support within our school community. Students state that they appreciate the teaching and learning that goes on at the school and believe the school is helping them build their communication skills. The feeling of belonging to a family was a sentiment voiced often by both students and teachers. As a result of the positive culture established, data indicates improved student attendance and low suspension rates with little to no bullying incidences reported resulting in improved student progress.

Our school makes effective organizational decisions to support school-wide instructional goals and to meet the needs of our students resulting in improved student progress and performance. Our school's theory of action centers on providing a safe environment where students and teachers learn best through engaging in problem-based learning and through effective teacher team collaboration. The principal utilized resources to hire a scheduling consultant to adjust the school schedule in order to maximize team-meeting times and to allow for targeted tiered Intervention periods. Summer professional development in technology-based programs such as LightSail, Achieve 3000, Teacher EZE and Cash for Mathematics support all stakeholders in achieving the goal of enhancing literacy skills and vocabulary acquisition. Additional parent workshops are held to inform parents of student progress. The use of these various resources is producing a systemic operational base, which allows for more coherent teacher practice and improved student progress as evidenced through a 10% increase in the latest Degrees of Reading Power assessment results.

Our teacher schedules provide for multiple meeting times each week. The new schedule maximizes team-meeting times to eighty minutes per week. Teacher teams utilize protocols to enhance the productivity of their meetings. Each team develops an agenda for each meeting and minutes are taken to record what was discussed and worked on during each team session. The dialogue between teachers gives clear evidence that sharing and learning from each other is the norm. Student work and common assessment data is collaboratively looked at and utilized in providing next steps for instruction during teacher team meetings. All teachers believe that their meeting time is essential and informs their practice resulting in improved student work products. School leaders use frequent classroom observations to provide teachers actionable feedback resulting in improved teaching practice and accelerated student outcomes.

Administration engages in frequent cycles of classroom observations through the lens of the Danielson Framework. The school adopted a collaborative approach to support all teachers. Utilizing a customized Teachescape protocol the principal and assistant principal are current in their required observations. Newly assigned teachers to content areas and grade levels are provided additional support through peer mentors, network coaches, content area leads as well as the TIF teacher. Teacher interviews underscored the feelings of support in all aspects of their profession. A first year teacher was quick to share that he is growing as a teacher each day because of the inbuilt support provided by the administration and his peers. All teachers interviewed praised the presence of a truly professional climate where learning and growing together leads to deeper reflection promoting their improved effectiveness. A review of the school's latest Progress Report, Mid-Year common assessments and recent Report Cards substantiates the positive affect this practice has on student learning and performance.

Feedback provided to teachers indicates a clear understanding of the Danielson Framework. The administration works effectively with the school's assigned Talent Coach to implement the new state required evaluation system. The teachers consistently express the impact the feedback has on their advancing in their teaching. All observations address the required domains coupled with additional targeted specific next steps for improvement. In an effort to promote deeper reflection the principal includes low inference notes and specific, concrete "Wonderings" to allow the teacher to re-think a strategy and "push" the practice. For example, the feedback given a teacher rated "Developing" in domain 3, asked, "Did you plan any higher order questions to foster deeper thinking?" Suggestions to the teacher included the pre-planning of Level III Depth of Knowledge questions. A subsequent observation indicated that this suggestion was incorporated. All teachers are observed by the principal and assistant principal to provide an additional lens for deeper evaluation. A review of observation reports showed that many teachers' ratings have increased over the course of the school year.

According to the 2013-2014 School Quality Review, Emolior Academy needs to:

Strengthen teacher practice to include multiple entry points in order to engage all learners in challenging tasks and high levels of thinking in order to accelerate learning outcomes for all students. All teachers share the belief that middle school students learn best when they are provided a caring, supporting learning environment where high expectations prevail and that a problem-based curriculum is the springboard to encourage student thinking while fostering communication and cooperation. However, classroom visitations revealed inconsistent use of problem-based tasks. In a 7th grade science class students were engaged in writing project proposals to demonstrate their learning of light reflection. Discussion and planning was taking place. Yet, in a Regents math class the students were following the teacher's explanation of the answers to multiple-choice questions. Across classrooms there was some evidence of scaffolding, but not clearly matching the diverse student's needs. Extensions for high achievers even within the Tiered Intervention class were not apparent, consequently limiting all students from becoming actively engaged with the curriculum and preventing increased performance levels for all students.

Classroom visits reveal varied teacher practice in engaging students with challenging, critical thinking experiences. Although teacher's lesson plans contained pre-planned higher order questions specifically labeled and written on the board, the majority of the questions posed remained at the basic knowledge level without pushing the thinking of the students. Additionally, inconsistent higher order thinking activities were observed. For example, a 7th grade class was actively engaged debating criteria for organ transplant recipients. Yet, in an 8th grade mathematics class students were in rows following prompts given by the teacher to solve a slope-intercept equation. Across classrooms whole class teaching with teacher to student interaction remained the norm. The employment of accountable talk, and peer-to-peer discussion, although expressed in the plan, was not executed. As a result, not all students are engaged in rigorous learning experiences addressing their needs resulting in diminished accelerated learning and levels of achievement.

Broaden the design of the school's rigorous and Common Core Learning Standards aligned curriculum to cognitively engage all students, deepening coherence and promoting college and career readiness. This small school targeted their resources and energies to implement the Common Core Learning Standards aligned program and CMP3 math program. Curriculum modifications are made through the collaboration of teachers and the AUSSIE consultant for English language arts. Based on student data and citywide expectations the chosen school-wide goal to infuse literacy is apparent across classroom lessons, and student displays. Faithful implementation of the Word Generation program enables coherent experiences addressing vocabulary acquisition vertically and horizontally within the school. Students share that the work is "much harder this year and much more demanding." They feel that they are learning more and getting ready for high school and "of course" college. However, multilayered tiered tasks in science, social studies and the arts are not yet always regularly provided in the vast majority of classrooms, thus limiting the frequency of learning experiences that would allow for keener understanding and acquisition of skills across grades and subjects and the promotion of college and career readiness of all students.

The principal, along with teacher leaders, reviews data and sets a school-wide focus on questioning and discussion opportunities. Summer professional development led to curriculum revision and deepened understanding of effective questioning and accountable talk. Teachers consistently plan higher-order thinking activities to promote student-to-student interactions, including debate. An examination of lesson plans reveal planning for diverse learners including Spanish translations of aims and vocabulary words. However there is limited evidence of coherence across grades and subjects for all students to demonstrate their thinking including English language learners and students with disabilities thus preventing the acceleration of student progress and achievement at proficiency and beyond especially for these diverse learners. We need to deepen the alignment of common assessments to curriculum with teacher assessments and analysis of student work to further differentiate instruction and support targeted instruction across subjects. (2.2) Our school employs common assessments, including the New York City Performance Assessments aligned to MOSL, Code X unit assessments, Cash for Mathematics as well as collaboratively developed science and social studies unit exams. The school-wide grading policy fosters coherence across subjects and grade levels. Achieve 3000, LIGHT SAIL, and Word Generation programs have imbedded formative assessments, which further inform teachers of student progress. Teacher EZE allows students, parents and teachers to be informed as to areas of strengths and weakness.

Common rubrics collaboratively created by the AUSSIE consultant and instructional leads are utilized in all core subjects.

Teacher teams review student work both at department and grade meetings. Actionable feedback to students is in evidence in student work displays and content-level exams. Although teacher teams review student work, the common school-wide literacy rubric applied does not provide for a precise portrait of student mastery across all subject areas and the vast majority of classrooms, consequently, preventing accelerated student progress and achievement for all learners. Across classrooms teachers use formative assessments including a “Do Now” to address previous work. This year there is added attention to deepening student reflection as evidenced in bulletin board displays, student worksheet summaries and project reports. However, across the vast majority of classrooms, varied checks for understanding are not clearly and systematically implemented. Additionally, although exit slips are in evidence, insufficient time is allotted for students to self-assess during the lesson period. This prevents students, including the diverse learner, from understanding precise next-steps to achieve mastery and accelerate their performance level.

Instructional Focus for 2014-2015: 3b (Questioning) 3c (Student Engagement) 3b (Student discussions)

Emolior Academy’s Instructional Focus for 2014-2015 is to build a culture and community that promotes literacy across the content areas by engaging our scholars in student-centered learning (3c) that integrates effective text-dependent questioning strategies (3b) and provides daily peer-discussion opportunities (3b) that will help our scholars develop the oral and written communication skills critical for high school, college and career-readiness.

12X383 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	243	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	1	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	N/A	# Drama
				N/A
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	83.9%	% Attendance Rate	90.4%	
% Free Lunch	85.9%	% Reduced Lunch	2.8%	
% Limited English Proficient	17.7%	% Students with Disabilities	27.3%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American	32.1%	
% Hispanic or Latino	60.2%	% Asian or Native Hawaiian/Pacific Islander	3.6%	
% White	2.8%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	19.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	5.5	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.7%	Mathematics Performance at levels 3 & 4	17.8%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	27.0%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
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	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
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	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

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ELA Performance at levels 3 & 4	9.7%	Mathematics Performance at levels 3 & 4		17.8%	
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Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
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		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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	YES			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

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School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	243	SIG Recipient	N/A

Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	1	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	N/A	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	83.9%	% Attendance Rate		90.4%
% Free Lunch	85.9%	% Reduced Lunch		2.8%
% Limited English Proficient	17.7%	% Students with Disabilities		27.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American		32.1%
% Hispanic or Latino	60.2%	% Asian or Native Hawaiian/Pacific Islander		3.6%
% White	2.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		19.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.5
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.7%	Mathematics Performance at levels 3 & 4		17.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		27.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
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		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of D and I ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: The school’s curriculum is implemented consistently across all grades, and holds all students accountable to meeting learning expectations, including students with disabilities and English language learners, additional supports are provided as needed. To ensure high levels of thinking all teachers apply the cognitive rigor matrix to instructional practices as well as in task design. In addition, all students are now programmed for reading classes and intervention math courses that require them to engage in practical analysis, synthesizing, and supporting their opinions and thinking with evidence. Teachers work to provide students with daily opportunities to hone their critical thinking skills, thus preparing them for the rigor and demands of higher education and providing them with the skills they will need to be successful in a global and competitive workforce and society.

Need Improvement: *Based on the 2013 Quality Review, there is inconsistency in the implementation of strategies for extending higher-order thinking in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking.*

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers within collaborative teacher teams will enhance our evolving school-wide coherent curriculum across the content area as evidenced by implementation of an interdisciplinary vocabulary curriculum, Word Generation. All core subject teachers will collaborate to implement a minimum of 18 interdisciplinary Word Generation Series 3 units of study to improve the ability of students in using clear and relevant evidence to support their assertions in essays. By June 2015, we will improve the total Student Achievement score in ELA. We will increase the rate of our students achieving proficiency (levels 3 and 4) from 11 % to 15% collectively as measured on the 2015 New York State Common Core ELA Tests. This will be achieved by rigorous instruction aligned with the Common Core Learning Standards (CCLS) in ELA in all grade levels.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In September 2014, school principal will work with the schools' programmer to schedule common planning times for teachers to meet in content and grade Interdisciplinary teams in order to have weekly opportunities to plan, review, and revise instruction collaboratively. : Teachers will show evidence of integrating explicit reading comprehension strategies and higher-order thinking into planning, instruction and assessment. Strategies include the strategic integration of language acquisition (Word Generation) reciprocal teaching, shared reading, guided reading and independent reading. (SOP 3.4)</p>	<p>Teachers</p>	<p>During the 2014-2015 school year, the principal will work with the school's programmer to embed Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program to provide time for multiple learning and sharing opportunities</p>	<p>School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Developments every Monday along with a Professional Development plan.</p>
<p>During the 2014-2015 school year, the administrative team will provide training sessions on modeling teacher team practices</p>	<p>Teachers</p>	<p>During the 2014-2015</p>	<p>Administrative team will provide</p>

<p>and protocols and will implement the use of the Word Generation program. (SOP 3.3; 3.4)</p>		<p>school year, the Administrative team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the Word Generation program.</p>	<p>training sessions on modeling Teacher team practices and protocols and will implement the use of the Word Generation program.</p>
<p>On a quarterly basis, the principal and grade teams will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject and department in order to share findings with teachers.</p>	<p>Teachers</p>	<p>During the 2014-2015 school year, the principal and grade teams will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject and department in order to share findings with teachers.</p>	<p>Principal and grade teams will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject and department and findings will also be shared with teachers and analyzed by teacher teams.</p>
<p>During the 2014-2015 school year, school leaders and teachers will develop rigorous units of study during the designated teacher team and common planning times. (SOP 3.3)</p>	<p>Teachers</p>	<p>During the 2014-2015 school year, school leaders and teachers will develop rigorous units of study during the designated teacher team and common planning</p>	<p>Curriculum departments, teacher teams, coaches and Assistant Principal will develop rigorous units of study via the teacher team and common planning time.</p>

		times.	
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Common planning periods will be embedded into the school day schedule.
2. Word Generation will be used across disciplines to promote interdisciplinary instruction and teaming.
3. Teacher Team/Inquiry Periods will be scheduled to promote data analysis.
4. Monday professional development sessions will be scheduled to support enhancing teacher practices.
5. Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study.
6. Cabinet meeting times will be scheduled every Monday to evaluate calendar of collaborative practices.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
N/A													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Targets:

- Every week, school principal and cabinet team will evaluate Common Planning Time, Teacher Grade Teams and Interdisciplinary Team times within the school program as well as evaluate professional developments every Monday along with assessing the Professional Development plans.
- Every week, various content and grade teams will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the Word Generation program.
- Every quarter, an assessment and aggregation of scores from the Degrees of Reading Power (DRP) assessment will be made as well as collect and assess teacher team data by grade, subject and departments to provide comparisons.
- Curriculum departments, teacher teams and Assistant Principal will develop rigorous units of study via the teacher team and common planning time monthly.
- Principal and Assistant Principal will Implement a quarterly calendar of meetings to address and inform collaborative practices.

Timeline:

- During the 2014-2015 school-year, the principal and programmer will provide Common Planning time, Teacher Team/Inquiry Team time and Interdisciplinary Team times within the school program and will develop a professional learning plan with their Professional Learning Committee to provide teachers with a variety of

professional development opportunities every Monday.

- During the 2014-2015 school year, grade and content teams will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the Word Generations program.
- During the 2014-2015 school year, grade and content teams will assess and aggregate scores from the Degrees of Reading Power (DRP) assessment to assess teacher team data by grade, subject and departments.
- During the 2014-2015 school year, rigorous units of study will be developed by curriculum departments and the Assistant Principal during the teacher team meetings and common planning time.
- During the 2014-2015 school year, the principal and Assistant Principal will implement a quarterly calendar of meetings to address and inform collaborative practices.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

Emolior Academy ensures all stakeholders are unified in providing a safe, nurturing environment through established effective programs that promote academic and personal growth for all students and adults. (1.4) We have an unwavering emphasis on development of positive school culture supports the school’s theory of action that a safe, inclusive environment, nurturing both student and adult needs will result in accelerated student learning. Programs are provided that ensure this goal is realized based on data from parents, teachers and students. Team building development resulted in moving the staff from collegial to collaborative practices thereby strengthening their ability to plan well together. When interviewed, teachers and students shared how much they appreciate the principal’s daily “hands-on” approach and family-style leadership. “We love our school” and “proudly wear our uniform” was a common response by students. Student government meets weekly to discuss issues and participate in school decisions. For example, students promoted a fund raising activity for Breast Cancer, which was co-led by a teacher, and the GO. Various teachers have been selected for specialized professional development in content areas other than their licensed areas to promote and extend their vision and growth. These endeavors and practices that engage all members of the learning community enable a school climate that is inclusive to all.

Need improvement:

The following recommendation was taken from the 2014 School Learning Environment Survey:

On the 2014 School Learning Environment Survey less than 70 % of our student population responded favorably in key target areas related to respect and student engagement)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Expand and systematize all youth development and support systems school-wide to improve student performance. By June 2015, at least 80% of all students will report on the Learning Environment survey that:

- Most students at my school respect students who get good grades as compared to 65% in 2014
- Most of the teaching staff at my school make me excited about learning as compared to 68% in 2014
- At my school most adults treat all students with respect as compared to 65% in 2014
- Most students at my school treat each other with respect as compared to 52% in 2014
- Most students at my school treat adults with respect as compared to 57% in 2014

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In September 2014, school leaders will update school-wide discipline policy and will collect and analyze administrative data to identify racial and ethnic disproportionality rates. (SOP 5.2; 5.5) Throughout 2014-2015 school year, the principal will collaborate with the School Leadership Team and teacher leaders to evaluate school wide protocols for engaging students and to track our ‘Respect for All’ goals. Goal setting / conferencing in each grade level to incorporate goals directly related to student academic expectation and respect. (SOP 5.3) Incorporate awards at all quarterly assemblies for students demonstrating monthly progress toward academic expectations improvement and respect. (SOP 4.2) Utilize our parent coordinator to monitor progress of academic expectation and respect through parent and student surveys. (SOP 5.3)</p>	<p>All Students</p>	<p>During the 2014-2015 school year, School Principal, Assistant Principal, School Leadership Team and Teacher leaders will evaluate school wide protocols for engaging students and respect for all goals</p>	<p>School Principal, Assistant Principal, School Leadership Team and Deans will evaluate school wide protocols for engaging students and respect for all goals</p>

<p>Establish weekly meetings and encourage staff participation / discussion about academic expectation and respect. (SOP 5.5)</p> <p>Establish a student council to communicate messages of expectations and respect to and from teachers / administration. (SOP 5.3)</p> <p>Establishment of at least one CBO connection to aide and support academic expectation goals and respect. (SOP 5.2)</p> <p>Development of an incentives program for students meeting personal goals related to improved safety and respect program (SOP 5.3)</p>			
<p>In August 2014, the school leader will partner with Office of Safety and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual (SOP 5.2)</p>	<p>All Students</p>	<p>During the 2014-2015 school year, the school leader will partner with Office of Safety and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual.</p>	<p>School leader will partner with Office of Safety and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual.</p>
<p>In September 2014, school leaders including the principal, Assistant Principal, and Deans will align guidance interventions and will conduct monthly assemblies to address student concerns and needs. (SOP 5.2; 5.3; 5.4; 5.5)</p>	<p>All Students</p>	<p>During the 2014-2015 school year, school leaders including the principal, Assistant Principal, and Deans will align guidance interventions and will conduct monthly assemblies to address student concerns and needs.</p>	<p>During the 2014-2015 school year, school leaders including the principal, Assistant Principal, and Deans will align guidance interventions and will conduct monthly assemblies to address student concerns and needs</p>

<p>In September 2014, the Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey. (SOP 5.2, 5.5)</p>	<p>All Students</p>	<p>During the 2014-2015 school year, Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.</p>	<p>Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.</p>
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. All teachers will conduct goal setting / conferencing in each grade level
2. Administration and teachers will coordinate awards at all quarterly assemblies
3. Utilize our parent coordinator to monitor progress of academic expectation and respect through parent and student surveys
4. All content and grade meeting will establish weekly meetings and encourage staff participation / discussion about academic expectation and respect
5. Student council, administration and teachers will communicate messages of expectations and respect to and from teachers / administration
6. SOBRO organization
7. Administration and staff will develop an incentives program for students

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>													
<p>N/A</p>													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Targets:

- On a monthly basis, school leaders including the principal, Assistant Principal, School Leadership Team and

Deans will evaluate school-wide discipline policy as well as look at data on disproportionality.

- On a yearly basis, the principal will evaluate partnership with Office of Safety and Youth Development.
- On a monthly basis, School Principal, Assistant Principal, SBST, Guidance and Deans will evaluate guidance interventions as well as evaluate monthly assemblies that addressed student behaviors.
- Assistant Principal, SBST, Guidance and the Deans will do a mid-year evaluation of the Behavioral Response data from Google Drive.
- Principal will evaluate the realignment of the roles and responsibilities of the Deans position on a yearly basis.
- On a quarterly basis, all staff and faculty will evaluate the excellent conduct in all classes through the school wide incentive carnivals.
- Principal, Assistant Principal and Guidance Counselors will evaluate Guidance After-School Programs on a yearly basis.

Timeline:

- During the 2014-2015 school year, school leaders including the principal, Assistant Principal, School Leadership Team and Deans will update school-wide discipline policy as well as look at data on disproportionality.
- During the 2014-2015 school year, the principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual and *Teach Like a Champion*.
- During the 2014-2015 school year, school leaders including the principal, Assistant Principal, School Leadership Team and Deans will align guidance interventions and will conduct monthly assemblies to address student behaviors.
- During the 2014-2015 school year, the principal and Deans will track OORS reports and Google Drive for incidents and suspensions.
- During the 2014-2015 school year, the principal will realign the roles and responsibilities of the Deans.
- Throughout the 2014-2015 school year, the principal, Assistant Principal and Guidance Counselors will create and implement the Guidance After-School Program.

Part 6b. Complete in February 2015.

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|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

In previous years, teachers often were unable to attend all of their preferred in-house PD sessions due to schedule conflicts. Now, with dedicated PD time each Monday after school, teachers are able to focus more on specific areas of development that are relevant to their current teaching practice and desired areas of growth. Both teachers and school leaders report that the hands-on role of teachers in designing and delivering PD has increased the overall effectiveness of the PD program. Additionally the implementation of one-to-one meetings that is a unique Emolior Academy developed system where all teachers are assigned an administrative lead. All teachers meet with their administrative lead during a set period weekly to discuss lesson planning, observation feedback, goals and instructional practices. *(Effective School Leadership)*

Needs improvement:

Based on the 2012-2013 Quality Review, there is inconsistency in the implementation of agreed-upon strategies for extending higher-order thinking in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, ongoing professional development will be provided for literacy strategies within the content areas so as to improve instructional practices and promote high levels of engagement that will result in 30% of the teachers improving one HEDI rating in selected components of the Danielson Framework.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In September 2014, School Principal and Instructional Coach will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction (SOP 4.2) Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations. (SOP 4.2) Hire an instructional coach to support administrative / teacher observation process. School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies. (SOP 4.2) Principal and Assistant Principal attend summer workshops focused on introduction and implementation of the Danielson Framework. (SOP 4.2) Discuss Danielson Framework with staff during Emolior Academy Summer PD intensive. (SOP 4.2) By the end of October all teaching staff in accordance with their administrative team lead will complete a self-assessment of their pedagogical practice based on the targeted domains chosen for focus this year. (SOP 4.2) Engage in a goal setting conference to establish 2 goals aligned to teacher pedagogical need, student need and administrative feedback based on the Danielson Framework. (SOP 4.2)</p>	<p>Teachers</p>	<p>On a monthly basis, School Principal and leadership coach will evaluate the opportunities for teachers to share best practices to raise the level of Tier 1 instruction</p>	<p>School Principal and leadership coach will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction</p>

<p>1. Principal and Assistant principal will receive training on how to utilize and implement the Teachscape classroom observation system. (SOP 4.2)</p> <p>Administration will make use of Teachscape and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework. (SOP 4.2)</p>			
<p>During the 2014-2015 school year, Principal and Assistant Principal will provide targeted intervention through a variety of professional learning and academic intervention opportunities including Tier 2 and Tier 3 interventions, emphasis on Reciprocal Reading, and establishing protocols/norms for teacher teams to support improved student achievement. (SOP 4.2; 4.5)</p>	Teachers	<p>On a monthly basis, Principal and Assistant Principal will evaluate targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as evaluate the Reciprocal Reading strategy as well as evaluate the teacher teams.</p>	<p>Principal and Assistant Principal will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal Reading and establishing teacher team and meeting norms.</p>
<p>Throughout the 2014-2015 school year, teachers collaborate to ensure that the level of rigor of questions and student tasks within lessons and units are extended to allow all students to engage in higher-order thinking aligned to Webb’s Depth of Knowledge (DOK), the Cognitive Rigor Matrix, and the Danielson Framework. (SOP 4.3)</p>	Teachers	<p>On a monthly basis, evaluate teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning are deepened (DOK, Cognitive</p>	<p>Teachers will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).</p>

		Rigor Matrix, Danielson).	
Teachers, Assistant Principal, and Principal will collaborate to analyze quantitative and qualitative student data, quarterly and weekly, and will adjust lessons and unit maps based on their data findings. Teacher leaders and content leads will also provide professional development on questioning, lesson planning, and other instructional practices with an emphasis on the teaching strategies outlined in <i>Teach Like a Champion</i> . (SOP 4.3; 4.5)	APs, teachers	On a quarterly basis and during weekly teacher team meetings, teachers, Assistant Principal and content / grade teacher leads will evaluate how teachers look at student work (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps. Coaches and curriculum team will evaluate professional development on questioning, lesson planning, etc.	Teachers, Assistant Principal and teacher leads will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning, lesson planning, etc.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

5. Common Planning Periods and weekly one to one meetings between staff and administration
6. Detailed administrative schedule to support observations
7. Summer Professional Development sessions
8. Self-assessment and administrative review conducted in September
9. Common Planning Periods and weekly one to one meetings between staff and administration

10. Administrative scheduling with network
11. After-school meetings with Network/Cluster personnel.
12. Administrative and network team will conduct classroom visits to assess progress of instructional practices throughout the school.
13. Supervisory per session – 1 Administrator X 30 hours covering Danielson framework development and Academic Intervention planning. Teacher regular per session – 20 teacher X 6 hours covering Danielson framework development and Academic Intervention planning.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Targets:

- On a monthly basis, School Principal and Assistant Principal will evaluate the opportunities for teachers to share best practices to raise the level of Tier 1 instruction.
- On a monthly basis, Principal and Assistant Principal will evaluate targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as evaluate the Reciprocal Reading strategy as well as evaluate the teacher teams.
- On a monthly basis, evaluate teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning are deepened (DOK, Cognitive Rigor Matrix, Danielson).
- On a quarterly basis and during weekly teacher team meetings, school leaders and content leads will evaluate how teachers use and analyze student work/data (quantitative and qualitative data) to adjust lesson plans and unit maps.
- On a weekly basis, school leaders and programmer will evaluate time/schedule to conduct intra-visitations.
- On a monthly basis, the school leaders and programmer will schedule inter-visitations with other schools to share best practices and to provide professional learning opportunities for teachers on practical strategies for working with ELLs and Students with Disabilities.
- On a monthly basis, administration will evaluate the use of Teachscape and ADVANCE to conduct frequent observations and classroom walkthroughs based on the Danielson Framework.
- On a monthly basis, Principal will evaluate the partnership with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.
- On a weekly basis, school curriculum team will evaluate the ‘Aim’ and Question walks while evaluating the progress through the Aim tracking tool and monitor teacher progress through the use of Teachscape and ADVANCE.

Timeline:

- During the 2014-2015 school year, School Principal and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction.
- During the 2014-2015 school year, Principal and Assistant Principal will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal Reading and establishing teacher team and meeting norms.
- Throughout the 2014-2015 school year, teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
- During the 2014-2015 school year, On a quarterly basis and during weekly teacher team meetings, teachers, AP and Instructional Coaches will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in *Teach Like a Champion*.
- During the 2014-2015 school year, the principal, school's programmer and Assistant Principal will provide time/schedule to conduct intra-visitations.
- During the 2014-2015 school year, principal, school's programmer and Assistant Principal will provide time/schedule to conduct inter-visitations with other schools to share best practices and provide professional development on practical strategies for ELLs and students with disabilities.
- During the 2014-2015 school year, administration will make use of Advance to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework.
- During the 2014-2015 school year, the school leader will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, and Common Core Task planning.
- During the 2014-2015 school year, school curriculum team will conduct 'Aim and Question Walks' while monitoring progress through the school's tracking tool and will monitor teacher progress through the use of Teachscape and ADVANCE.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

This school year we employ common assessments, including the New York City Performance Assessments aligned to MOSL, Code X unit assessments, Cash for Mathematics as well as collaboratively developed science and social studies unit exams. The school-wide grading policy fosters coherence across subjects and grade levels. Achieve 3000, LightSail, and Word Generation programs have imbedded formative assessments, which further inform teachers of student progress. Teacher EZE allows students, parents and teachers to be informed as to areas of students’ strengths and weakness. Common rubrics collaboratively created by the AUSSIE consultant and instructional leads are utilized in all core subjects. Teacher teams review student work both at department and grade meetings. Actionable feedback to students is evidenced in student work displays and content-level exams. Although teacher teams review student work, the common school-wide literacy rubric applied does not provide for a precise portrait of student mastery across all subject areas and the vast majority of classrooms, consequently, accelerated student progress and achievement for all learners is stunted.

Across classrooms teachers use formative assessments including the ‘Do Now’ practice to address previous work. This year there is added attention to deepening student reflection as evidenced in bulletin board displays, student worksheet

summaries and project reports. However, across the vast majority of classrooms, varied checks for understanding are not clearly and systematically implemented. Additionally, although exit slips are evidently used in classrooms insufficient time is allotted for students to self-assess during the lesson, which prevents diverse learners from understanding specific next-steps to achieve mastery and accelerate their performance level.

Needs improvement:

The following recommendation was taken from the 2013 Quality Review:

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

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will develop a school-wide data collection system and dissemination structure so that all pertinent school data is aggregated in a systematic manner and is easily accessible to all teachers within a well-organized digital system aligned to mastery of CCLS and student learning outcomes. School leaders will allocate funds to purchase and integrate hardware, software, books and instructional intervention programs as well as align professional learning opportunities to support teacher pedagogy and ensure all staff and students are provided with up-to-date resources that motivate scholars to learn and prepare them for high school readiness. Achievement of goal will be evidenced through a 10% increase of teachers that move their overall rating from Developing to Effective.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
In September 2014, the principal will align budgetary sources to purchase hardware: SmartBoards, iPads, iMacs, Mac books, Lightsail, BrainPop, i-Ready Math/ELA, Rosetta Stone, and myON Reader. Provide a one-week summer professional development series that incorporates development and use of Mater Data Spreadsheet and DropBox files for all teachers. (SOP 2.3)	Whole school	Monthly budget meetings will take place with budget personnel to implement the hardware	Principal

<p>1. Align budgetary resources to purchase a school-wide subscription to the DropBox system. (SOP 2.4)</p> <p>Align budgetary resources to purchase an iPad for every teacher school-wide with the expectation that both DropBox and Master Data Spreadsheet information is available at all times on this iPad during content, grade and school-wide meetings. (SOP 2.4)</p> <p>Establish content leaders and grade team leads to organize and disseminate school-wide data utilized in our Master Data Spreadsheet and DropBox files. (SOP 2.4)</p> <p>Collect and share monthly printouts of Master Data spreadsheet to monitor input of all pertinent data. (SOP 2.5)</p> <p>Utilize weekly common planning periods among teachers, coaches and administration to develop a clear vision of DropBox and Master Data Spreadsheet planning and implementation activities. (SOP 2.4)</p> <p>Implement a quarterly review of DropBox and Master Data Spreadsheet use to inform planning of instruction and assessments for increased achievement and proficiency. (SOP 2.4)</p>		plan of action.	
<p>During the 2014-2015 school year, the principal will align budgetary sources to create Book Clubs, Regents Prep program, Specialized High-School test prep, after-school classes, and Saturday and morning programs with funding for per-session for supervisors and teachers.</p>	Whole school	Beginning September 2014, the school will make budgetary moves necessary to support the afterschool programs	Principal
<p>In September 2014, the principal will align budgetary sources to implement professional learning opportunities.</p>	Teaching staff	Monthly budget meetings will take place with budget personnel to implement PL opportunities	Principal
<p>On a quarterly basis the administration will host feedback sessions to evaluate status of programs and resources.</p>	Whole school	Monthly budget meetings will take place	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

7. Budget meetings will take place with budget personnel to implement the hardware plan of action.
8. Budget meetings will take place with budget personnel to implement the software plan of action.
9. Budget meetings will take place with budget personnel and Assistant Principal to implement the various after-school programs.
10. Budget meetings will take place with budget personnel to implement Professional Learning Opportunities to support teacher pedagogy.
11. Principal, Assistant Principal and teacher leaders will meet on monthly basis to assess impact of the afterschool programs as well as software/hardware/library resources.
12. Principal and Assistant Principal will sit in on teacher teams to assess the teachers' practices with regard to analyzing data.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- By the end of the 2013-2014, all classrooms will have Promethean Boards, iPads and targeted software.
- By the end of the 2013-2014, all staff will have access to Brain Pop, I-Ready Math/ELA, Achieve 3000, LightSail, MYon Reader.
- By the end of the 2013-2014, all students will have been offered opportunities Book Clubs, Specialized High-School test prep, After-school classes, and Saturday and morning programs.
- By the end of the 2013-2014, all staff and students will have access to new guided reading libraries and classroom libraries.
- By the end of each quarter, administration will evaluate the impact of all the programs and resources.
- By the end of each quarter, administration will evaluate the impact of the teacher team initiatives as well as the Professional Learning opportunities.
- During each teacher's quarterly conference the teachers will provide feedback as to which professional learning opportunities were most useful and which professional learning opportunities they would like to receive during the next quarter. This feedback will support the Professional Learning Committee's professional development plan and will involve teachers.

Part 6b. Complete in **February 2015.**

2. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes			No
3. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?					

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	HE

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

Emolior Academy ensures all stakeholders are unified in providing a safe and nurturing environment through the integration of effective and research-based programs that promote academic and personal growth for all students and adults. There exists an unwavering emphasis on maintaining a positive school culture that supports the school’s theory of action. The school leaders and staff believe that if the school maintains a safe, inclusive and nurturing environment then accelerated student and adult learning can thrive. Currently used programs at the school were selected based on the identified needs of the school stakeholders using analysis of school data. Team building strategies introduced to staff also resulted in staff moving from collegial to collaborative teams, strengthening their ability to plan together effectively and to share ideas and resources. When interviewed, teachers and students stated how much they appreciate the principal’s daily ‘hands-on’ approach and family-style leadership. “We love our school” and “proudly wear our uniform” was a common response by students. Student government meets weekly to discuss issues and participates in helping to make school decisions. For example, students promoted a fund raising activity for Breast Cancer, which was co-led by a teacher and the SG. All teachers have been selected for specialized professional development in content areas other than their licensed areas to promote and extend their vision and growth. These endeavors and practices engage all members of the learning community and enable a school climate that is inclusive to all.

Our school has clear structures and systems to provide an inclusive school culture. Each student is known well, as

evidenced by the principal addressing students by name when visiting classes and when walking through the hallways. The use of a student identification card system has been integrated into the school and a school wide e-mail system, in which each student has his/her own e-mail address fostering a deeper sense of belonging and support within our school community. Student's states that they appreciate the teaching and learning that goes on at the school and believe the school is helping them build their communication skills. The feeling of belonging to a family was a sentiment voiced often by both students and teachers. As a result of the positive culture established, data indicates improved student attendance and low suspension rates with little to no bullying incidences reported resulting in improved student progress. Family was a sentiment voiced often by both students and teachers. As a result of this deep, positive culture, data indicates continued improved student attendance, low suspension rates with little to no bullying incidences among students resulting in improved student progress.

Needs improvement:

The following recommendation was taken from the 2014 School Learning Environment Survey:

On the 2014-2014 School Learning Environment Survey, results of parent expectations for communication and engagement dropped an average of 7% on each category measured.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Throughout the 2014-2015 school year, school leaders will promote the continued use of the schools mobile application, online grade-book (TeacherEase), mobile application and the school's automated messenger system (School Messenger) to ensure that information about students and the school reaches parents. By June 2015, school leaders will increase the percentage of parents utilizing the Teacher Ease online grading system and mobile application by 6%. The increase in parent login and usage will increase from 37% (last year's total) to 43% (this years anticipated result) and will be measured by the amount of logins recorded by year's end.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> 13. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 14. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 15. Strategies to increase parent involvement and engagement 16. Activities that address the Capacity Framework element of Trust 			

<p>Throughout the 2014-2015 school year, the principal and various staff members will conduct staff trainings on the use of Teacherease.com mobile application and provide literature and letters to parents explaining the rationale behind the program. (SOP 6.5)</p> <p>Throughout the 2014-2015 school year, Administration, teachers, parent coordinator and guidance counselor will work with parents to enroll in the Emolior Academy email system, Teacher Ease account system and personalized Application account system. (SOP 6.3)</p> <p>The Guidance counselor and Parent Coordinator will design training modules and host monthly information sessions with parents and students regarding information, enrollment and support of afterschool enrichment programs. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school. (SOP 6.2)</p> <p>Ensure monthly parent notices and correspondences are communicated in a timely manner. (SOP 6.3)</p> <p>Adoption of a monthly parent/ guardian bulletin entitled EAP (Emolior Academy Publication) to highlight Afterschool enrichment topics. (SOP 6.3)</p> <p>Utilization of 2 yearly open houses for all current and prospective students / families to receive information about afterschool enrichment programs</p> <p>Implementation of 2 yearly parent / guardian and student surveys centered on assessing the views, needs and feedback of student and families involved in afterschool enrichment programs. (SOP 6.3)</p> <p>Establish link with at least 1 CBO that will provide parents / guardians with essential services as well as support Emolior Academy's family outreach initiative (SOBRO Organization). (SOP 6.4)</p>	<p>Teachers, parents, students</p>	<p>On a monthly basis, the principal and various staff members will conduct staff trainings on the use of Teacherease.com and wikispaces.com and provide literature and letters to parents explaining the rationale behind the program.</p>	<p>Principal and various staff members will conduct staff trainings on the use of Teacherease.com and wikispaces.com and provide literature and letters to parents explaining the rationale behind the program.</p>
<p>Throughout the 2014-2015 school year, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principal, Deans and Parent Coordinator. (SOP 6.2; 6.3)</p>	<p>Teachers, parents, students</p>	<p>On a monthly basis, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principal, Deans and Parent Coordinator</p>	<p>School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principal, Deans and Parent Coordinator.</p>
<p>On a quarterly basis, the school's administrators will monitor the use of TeacherEase, mobile application and School Messenger. (SOP 6.5)</p>	<p>Teachers, parents, students</p>	<p>On a quarterly basis, school administrators will monitor the use of TeacherEase, mobile application and</p>	<p>Administration will monitor the use of TeacherEase, mobile application and School Messenger.</p>

		School Messenger.	
Throughout the 2014-2015 school-year, the principal will coordinate with teachers; parent submission of emails to Teacherease program as well as work with the Parent Coordinator to conduct parent technology nights to promote online communication program. (SOP 6.3)	Teachers, parents, students	On a monthly basis, the principal will coordinate with Homeroom teachers; parent submission of emails to Teacherease program as well as work with the Parent Coordinator to provide parent technology nights to promote an online communication program.	Principal will coordinate with homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator will conduct parent technology nights to promote online communication program

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Targets:

- Quarterly targets will be set to evaluate and monitor how often parents are using the Emolior App, Teacherease, and School Messenger.

- Twice a month check the usage of teacher, student and parent use of the programs.
- Look at monthly attendance of parent/guardian evening activities.
- Analyze the student participants in the school-wide incentive evening activities.

Timeline:

- On a monthly basis, the principal and various staff members will conduct staff trainings on the use of Teacherease.com and mobile application as well as provide literature and letters to parents explaining the rationale behind the program.
- On a monthly basis, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principal, Deans and Parent Coordinator.
- On a quarterly basis, school administrators will monitor the use of TeacherEase and School Messenger.
- On a monthly basis, the principal will coordinate with teachers, parents/guardians, and the Parent Coordinator to conduct parent/guardian technology nights to promote an online communication program.

Part 6b. Complete in February 2015.

2. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
3. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

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

	information, teacher referral, department referral	<p>Reciprocal Reading</p> <ul style="list-style-type: none"> • Access Code • Word Generations <p>Small Group Instruction</p>	<p>through push-in intervention service targeting numeracy skills development / reinforcement through our own developed program. This program includes skill practice worksheets sheets, enrichment problems, mathematics based games, test preparation, re-teach and goal setting.</p> <ul style="list-style-type: none"> • Small Group Instruction • One-to-one • Small group tutoring 	<p>(described above) for an hour-long session, twice a week as part the Emolior Academy afterschool programming. (Beginning in January as part of our school test preparation)</p> <ul style="list-style-type: none"> • Students also receive the same AIS based service (described above) for a 2-hour long session, once a week on Saturdays as part the Emolior Academy 7 week Math State Assessment preparation programming. • Morning program • Extended day 2x per week • Afterschool program
Science	State exam data, DRP data, report card information, teacher referral, department referral	<ul style="list-style-type: none"> • Achieve 3000 • Guided-Reading/ Reciprocal Reading • Word Generations • Small Group Instruction • LightSail Reading program 	Grade 7 and 8 after school study program focuses on Science content necessary in preparation for the 8th grade State Science Assessment and portfolio projects.	Morning program Afterschool program
Social Studies	State exam data, DRP data, report card information, teacher referral, department	<ul style="list-style-type: none"> • Achieve 3000 • Guided-Reading/ Reciprocal Reading 	Grade 7 after school study program focuses on Social Studies content	Morning program Afterschool program

	referral	<ul style="list-style-type: none"> • Word Generations • LightSail Reading program 	necessary in preparation for an Emolior Academy developed 8th grade Social Studies Assessment and portfolio projects	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SBST referral, Teacher referral, Dean referral, parent request, AP referral, Principal referral, agency referral	<ul style="list-style-type: none"> • Cabinet team • Crisis intervention team • RTI • 504 Accommodation Referrals 	In school and after school counseling is available in a group and individual setting. Target scholars who are undergoing similar behavioral and academic challenges. Outside counseling referrals are provided for those found to be in need of additional services. Services provided include: conflict resolution, crisis intervention, family support services, and referrals to community-based organizations along with classroom management support to teachers.	Pull out services Before, during and after school conferencing

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.
<ul style="list-style-type: none"> • Work with the Teaching Fellows and Teach For America programs to recruit teachers interested in working in an urban school setting • Collaborate with Network Support organization and NLNS to identify potential teachers and staff members • Utilize advertisement mediums such as the Times and Craigslist to advertise vacancies and identify potential teacher and staff members • Attend recruitment fairs hosted by Department of Education • Work with Teach for America and Teaching Fellows programs to identify newly trained teachers • Allocate funding for one instructional coach to provide customized on-site support to teaching staff through modeling, observations, and immediate feedback • Allocate Title 1 funding to hire an additional content teacher to provide small group instruction by reducing class sizes across entire 7th grade • Utilize Emolior Academy Intermediary resources to acquire curriculum design professional development services from Aussie corporation • Utilize a schedule that incorporates weekly common planning time across content areas • Utilize Title 1 funding to hire a DOE sponsored teacher mentor to provide support services for all new and 2nd year teachers • Utilize a technology sharing site to post all content curriculum maps, rubrics and unit projects • Participation in summer and yearlong Emolior Academy developed Individualized Professional Development program (EIPD) aimed at increasing teacher instructional capacity on topics such as Project Based learning, differentiation and student feedback • Teacher recruitment through DOE screening process

2b. 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).
<ul style="list-style-type: none"> • Using observations, self-reflection on the Danielson rubric, and teacher needs informed the creation of a year-long planning calendar

- Teachscape is being used to track observations in order to map current and future professional development opportunities school-wide
- Intervention professional development and training (Word Generation, Access code, Achieve 3000, Teacherease)
- Master data spreadsheet training on methods and uses
- Working on model of distributed leadership (Word Generations outline of responsibilities sheet)
- Teacher, grade and content leads have differentiated needs in teaming and specific content related material that is incorporated into the professional plan for the year
- Tracking professional development agendas and planning time for checking for effectiveness
- MSQI training for administrators and teachers

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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

Part 4: SWP Schools Only

4a. 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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Default selected for Measures of Student Learning. MOSL committee selected to choose the local MOSL assessments, target population, and measure. Teachers received professional development resources from school leaders shared by the network on using the rubrics for NYC performance assessments. Professional development on how to use SchoolNet data from these assessments is forthcoming from the MOSL coach assigned to the network.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	209,238	X	13,14,15,16- 18,19,20,21- 24,25,26,27- 29,30,31- 33,34,35,36
Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	50,647	X	13,14,15,16- 18,19,20,21- 24,25,26,27- 29,30,31- 33,34,35,36
Title II, Part A	Federal	11,200	X	13,14,15,16- 18,19,20,21- 24,25,26,27- 29,30,31- 33,34,35,36
Title III, Part A	Federal	n/a		
Title III, Immigrant	Federal	n/a	X	
Tax Levy (FSF)	Local	1,648,469	X	13,14,15,16- 18,19,20,21- 24,25,26,27- 29,30,31- 33,34,35,36

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

EMOLIOR ACADEMY

Parent Involvement Policy (PIP) Template

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

Emolior 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. The 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 the school. The findings of the evaluation through school surveys and

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

Emolior 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;
- 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

EMOLIOR ACADEMY
School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 12	Borough Bronx	School Number 383
School Name Emolior Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Derick Spaulding	Assistant Principal Denise Scottel Castaner
Coach type here	Coach type here
ESL Teacher Isis Monteza	Guidance Counselor Miosotis Cruz
Teacher/Subject Area type here	Parent Vivian Rodriguez
Teacher/Subject Area Natasha Vasquez / Setts	Parent Coordinator Sheila Owens Slade
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	249	Total number of ELLs	43	ELLs as share of total student population (%)	17.27%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-in							4	3	5					12
Pull-out							6	4	0					10
Total	0	0	0	0	0	0	10	7	5	0	0	0	0	22

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	15		3	8		2	20		10	43

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	15	0	3	8	0	2	20	0	10	43
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							18	6	7					31
Chinese														0
Russian														0
Bengali							2	1	1					4
Urdu														0
Arabic							2		4					6
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	22	9	12	0	0	0	0	43

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							7	3	3					13
Intermediate(I)							4	2	6					12
Advanced (A)							11	4	3					18
Total	0	0	0	0	0	0	22	9	12	0	0	0	0	43

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B							7	3	3				

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		11		10				23
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Our School uses the DRP assessment system to measure the reading levels of all students in our building. We administer this assessment three times annually. Those students that score below their grade level reading scale are administered the Fountas and Pinnell assessment tool to assess the literacy skills of our ELLs from 6th to 8th grade. The DRP and Fountas and Pinnell assessments assess

student reading achievement in reading engagement, oral reading fluency, and comprehension. They provide information to identify student's independent reading levels and the next steps to take to help scholars improve their reading skills. On last years final DRP assessment, Our ELL's as an entire school made the most significant gain of all measured student populations, outgaining the nearest population by double the growth measure.

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

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

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

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

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

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

Our incoming ELLs are literacy and Math speaking performing at 2nd, 3rd, and 4th grade level. Up until last year, ELLs and F-ELLs were the fastest growing population. Last year, this population performed at average, therefore we are taking a specific look to the support we have in place, our curriculum and how we monitor data from day to day classes. Additionally, we created our own writing

baseline assessment, we utilize the State Acuity test, the ELL Periodic Assessment and Periodic Assessment in Science and Social Studies. This information is shared in our Master Data Spreadsheet in the Dropbox (a web-sited file hosting service that enables users to store and share files and folders across the internet) so every teacher has immediate access to this relevant information. Regarding the ELL Periodic Assessments, the results are analyzed by the ESL Coordinator and then, turnkey to all content area and grade teams. The information is included in the Dropbox for every teacher to see at any time

6. How do you make sure that a child's second language development is considered in instructional decisions?
To ensure academic rigor in our ESL program, ELL's students are held to the same high standards as their peers. In order for students to meet or exceed New York State and City standards, the ESL program develops students' English language skills through ESL and ELA instructional strategies and methodology like building listening, writing and reading stamina, describing and analyzing pictures, developing voices, developing sentences and starting prompts, a deep understanding of cross cultural cognizance in all content area instruction using English instruction. Teachers provide services to ESL students through the push-in, pull-out model. Teachers of ELL's and classroom teachers are provided with common preps in order to prepare and maximize English language acquisition instruction for ELL's. The following is a breakdown of instruction for students in the ESL Program.
7. For dual language programs, answer the following:
 - 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?Emolior Academy does not have a dual language program at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The ESL Coordinator evaluates the NYSESLAT annual results and identifies the Annual Measurable Achievement Objectives(AMAOs) to measure and report on progress toward and attainment of English proficiency and academic achievement standards of our ELLs. The findings are reported back to the School Leadership Team and Content area teachers. Recommendations are made in order to improve the effectiveness of our ESL program and ELL experience at Emolior Academy which aims to provide educational opportunities that will enable the ELL to be an independent learner, successful in the classroom, and a productive member of society. Additionally, measures taken from the Annual City Report Card system helps to provide an overview of how our ESL program is progressing in comparison to our peer schools and all city schools combined.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon entering Emolior Academy, all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by the licensed ESL coordinator. Parents or guardians complete the HLIS with the assistance of the ESL Coordinator who is fluent in English and Spanish. Upon completion of the Home Language Identification Survey, (HLIS) in the parent's preferred language and based on the responses and an informal interview (conducted with assistance from a translator if necessary for languages other than Spanish), the ESL coordinator determines whether the student is eligible to be tested with the LAB - R and the Spanish LAB. If the student is eligible he/she is tested within 10 days of arrival. The LAB-R and Spanish LAB is conducted by the ESL Coordinator who speaks English and Spanish. Students who perform below proficiency on the LAB-R are entitled to English language services. If the student is a native Spanish speaker, the Spanish LAB will be administered as well. The final assessment to be administered is the New York State as a Second Language Achievement Test (NYSESLAT). This assessment is given in the spring and will determine whether or not the student will continue to receive ELL services. The Test Coordinator and ESL teacher work together to develop a NYSESLAT schedule and administration plan in which specific dates are assigned at the school during the provided DOE time frame window in April/May to ensure the four components of NYSESLAT (speaking/listening and reading/writing) are administered. ELLs receive the appropriate accommodations on all state tests and classroom assessments. Annually, a LAB-R/ NYSESLAT Exam History Report or RLAT is retrieved from the ATS to determine NYSESLAT eligibility. The ESL teacher analyzes NYSESLAT data in the fall to determine placement and programming, and communicates LEP status to students and

their families.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
During an Emolior academy scheduled parent orientation meeting in September and subsequent parent / teacher conferences, the ESL Coordinator and Parent Coordinator meet with parents of ELLs to distribute and collect Parent Survey and Program Selection forms, and to build relationships with the families of our ELLs. The ESL Coordinator schedules parent orientation sessions at times convenient for the parent(s) to maximize attendance. The ESL Coordinator conducts the parent orientation meeting and presents all three programs available in NYC public schools regardless of the program(s) currently available at the school. Additionally, parents / guardians view the video in their preferred language: The Parent Connection—an Orientation for Parents of Newly Enrolled English Language Learners. Parent/Guardians are provided with the Guide for Parents of English Language Learners, an informative brochure which details pertinent information regarding ELL's. The brochures are given out in the different languages that are available. Parents/Guardians are provided an opportunity to ask questions and gain clarification about meeting the needs of their child. The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL, and ESL). The ESL Coordinator informs parents of the regulation that schools must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in grades K to 8. At this time Emolior Academy offers a free standing ESL program. Parents have the option to place their child in this program within 10 days based on their understanding of this program and the needs of their child.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ESL Coordinator collects and reviews each Parent Survey and Program Selection Form for accuracy and signature. The Parent Survey and Program Selection Form are filed in the ELL Compliance binder by the ESL Coordinator. The ESL Coordinator keeps track of ELL Parent Choice by utilizing the ELPC screen from ATS. In the event, that a TBE/DL program becomes available at the school, parents who previously chose a TBE/DL will be notified in writing in English and Spanish. Phone calls to outreach parents will be made by the ESL coordinator and the Bilingual Guidance Counselor. A Parent orientation meeting will be conducted by the ESL coordinator and the School Principal to introduce the TBE/DL program, structure, goals, and expectation at the school and to clarify concerns from parents. In addition, the ESL Coordinator after reviewing the ATS RLAT report for NYSESLAT eligibility, sends home letters of Continued Entitlement for those students who are still receiving ESL services for the current school year, and non-entitlement letters for students who tested out the NYSESLAT the last spring. Letters are collected with parents' signatures and filed in the ELL Compliance Binder by the ESL Coordinator. Letters are sent in English and Spanish or any other native language that the ELL family speaks as per HLIS.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The ESL Coordinator meets with parents and shares information about each program based on research. The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL, and ESL). The ESL coordinator collects and reviews each Parent Survey and Program Selection form for accuracy and signature. The school informs parents of the regulations that schools must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in grade K- 8. The school reviews Parent Surveys and Program Selection Forms and places students in programs based on parent's choice in accordance with the ASPIRA Consent Decree. The School keeps an accurate and updated file on parents who choose a bilingual program that the school was unable to offer as a result of insufficient number of students. The required information for newly identified ELLs is entered into the ELPC screen in ATS.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
After receiving the testing materials (manuals, student booklets, CD's and scantrons) the ESL Coordinator plans the administration schedule and locations within the determined timeframe to administer all sections of the NYSESLAT to all ELLs. E-mails are sent in advance to all staff to notify them about the testing schedule, and a hard copy is placed in their mailboxes In addition, the ESL Coordinator takes care of preparation of test locations for assessment administration, makes arrangements for additional proctors, if necessary, and organizes schedule and procedures for returning assessment materials. ELLs take the test in the following order: Speaking, Listening, Reading, and Writing in different days. Make- up testing is allowed for students who were absent in the first

round. The testing planning is monitored by the School Testing Coordinator.

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

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

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

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

= 43 ELLs

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

There are currently 43 LEP students enrolled at Emolior Academy. Students are at the Advanced, Intermediate or Beginners level of English proficiency according to the NYSESLAT and/or LAB-R. The Instructional Program for ELLs is a push-in/pull-out ESL model administered by a full-time, certified ESL teacher. The are group by grade, in a Heterogeneous Block model, meaning the mixed proficiency levels class travels together as a group. ELLs receive the mandated number of minutes per week (360 for Beginner and Intermediate, 180 for Advanced). The ESL teacher provides Spanish NLA to support instruction when is needed. During a study period, Beginners ELLs are pulled-out in small groups to receive direct instruction around fluency, grammar, vocabulary, writing skills, and/or reading comprehension. Writing is the primary focus for most English Language Learners at Emolior Academy, as this is the area that scholars generally score the lowest on the NYSESLAT. Advanced and Intermediate ELLs work within the push-in model to focus on current topics delivered during regular class, providing opportunities for the ELLs to interact with English proficient students. The ESL teacher, in collaboration with the English Language Arts teacher, sets writing goals for each scholar and provides periodic feedback and writing instruction to push each scholar towards grade level proficiency in this area. The ESL instructor frequently meets with all teachers during our all school common planning periods as well as after school to map a plan of action on how to implement best practice strategies for the ELL students in their classrooms.

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)?

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

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.

ELA:

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

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

Improving English proficiency in literacy includes guided, shared and independent reading opportunities. Other supports for building reading fluency and comprehension include developing sight word awareness, learning letter-sound relationships and developing strategies for word attacks. Different types of writing genres are introduced, such as letter writing, poetry, narrative and informational reports through modeling and shared writing activities and mini lessons, using graphic organizers and developing

word-walls to offer spelling and vocabulary support. Teachers provide students one-on-one conferencing, an optimum opportunity for providing individual meeting time to support overall structure, content, and other language demands such as grammar and vocabulary.

Mathematics:

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

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

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

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

Social Studies/ Science

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Where manageable, students are given assessment in the home language along with translated materials to support instructional outcomes. We use a series of tools including digital translators, web serviced translation sites and Department of Education provided translated materials when available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Beginners ELLs are pulled-out in small groups to receive direct instruction around fluency, grammar, vocabulary, writing skills, and/or reading comprehension. Writing is the primary focus for most English Language Learners at Emolior Academy, as this is the area that scholars generally score the lowest on the NYSESLAT. Advanced and Intermediate ELLs work within the push-in model to focus on current topics delivered during regular class focusing on the four modalities within any given lesson, providing opportunities for the ELLs to interact with English proficient students. The ESL teacher, in collaboration with the English Language Arts teacher, sets writing goals for each scholar and provides periodic feedback and writing instruction to push each scholar towards grade level proficiency in this area. The ESL instructor frequently meets with all teachers during our all school common planning

periods as well as after school to map a plan of action on how to implement best practice strategies for the ELL students in their classrooms.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

There are fifteen ELL-SWDs at Emolior Academy in the 203-2014 school year. These students receive appropriate services according to their IEPs. ELL-SWDs receive Special Education Teacher Support Services (SETTS) at Emolior Academy specially designed to provide supplemental instruction to support the participation of the student with a disability in the general education classroom. In addition, we provide Speech Services (Speech/language therapy) designed to address deficits in an ELL student's auditory, processing, articulation, phonological skills, comprehension and use of semantics, syntax, pragmatics, voice production and fluency. The ESL teacher collaborates with a Special Educator who communicates IEP goals and progress and provides suggestions for differentiation. The ESL teacher coordinates scaffolding strategies and differentiation plans with the special education teacher to ensure that the information is comprehensible for all students. The school leadership team ensures that ELL-SWDs whose IEP mandates ESL instruction receive appropriate program by articulating with the SETTTS teacher, the Speech provider and the ESL teacher regarding services and by monitoring the Special Education Student Information System (SEGIS). The ELL-SWDs take Physical Education classes with their general education peers twice a week in the gym. At a curricular and instructional level, ELL-SWDs work with the same Social Studies and Science teachers from general education, so they are exposed to different teaching styles and philosophies within the least restrictive environment. These Content area teachers differentiate their lessons to accommodate the ELL-SWDs needs. They have also lunch together, so they are able to socialize and interact with their non-disabled peers. Once a week, they meet in the auditorium with the rest of the school to participate in Common Circle whose mission is to develop strong character qualities for the preparation to ultimately gain admission to and be successful in College. They participate in every school-wide activity like Community Day, Field Day, Cultural trips, College tours, Artistic events such as Emolior Idol and The Talent Show. Our ELL-SWDs are well integrated and are an important component of our school family.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals

and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	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

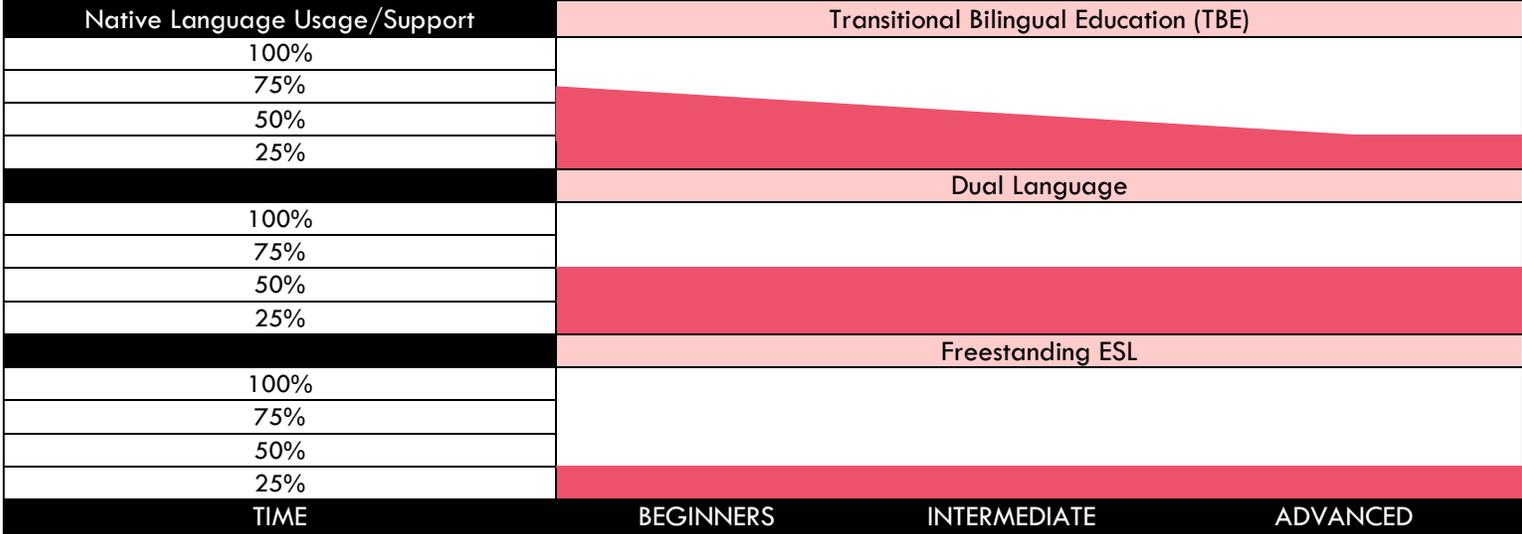
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.
- Targeted intervention services for ELLs in ELA are offered to students scoring at beginning and low intermediate level in reading and writing to reinforce word recognition skills. Emolior offers the two following programs: 1) Wilson Reading System, a highly-structured remedial program that directly teaches the structure of the language to students who may require multisensory language instruction. 2) Access Code, a web-based, supplementary curriculum for struggling readers in middle school to acquire/strengthen, apply, and generalize phonics rules for improved fluency and comprehension.
- Intervention services for ELLs in Math are offered during Small Group Instruction (SGI) twice a week in 6th grade in which ELLs reinforce math vocabulary and concepts. Tiered Intervention (T.I) for Advanced ELL students in 7th grade is also offered. ELLs in 7th grade are exposed to Reciprocal Reading and Guided Reading models to increase academic vocabulary, build reading comprehension skills, and practice critical thinking.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Data from School Report card, DRP, baseline assessment and content review signal that our program is producing effective results. We will not have a clear indication if the new tiered intervention program will be deemed successful until end of the year State Assessment and NYSESLAT results are determined.
11. What new programs or improvements will be considered for the upcoming school year?
- We will be implementing a vocabulary acquisition program in all grades called Word Generations. This program is common core aligned with a specific focus on ESL strategies, words and approaches. This program will also incorporate a weekly writing piece and debate that is delivered by all major contents and subject areas weekly.
- Additionally, We will institute an ESL translation device for each student in the building to assist with language, decoding and translation services in student native languages.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Emolior Academy offers several afterschool and clubs activities: CBO SoBro afterschool program, Knitting Club, Young Runners club, Art club, Zumba club, the Butterfly project, X-Box club, P.U.L.C.H.E.R (Positive Uplifted Ladies-who are- Centered Healthy Educated and Relevant), El Club de Español, a series of Youth Workshops addressing teenagers concerns and issues, and School Sports like Basketball from 6-8. We also provide tutoring class before and afterschool in every subject and content area for every grade: Math, ELA, Science, Social Studies, Spanish and ESL. All ELLs are afforded equal access to all school programs.
- Additionally, an ELL Math before school program and ESL afterschool program will be created utilizing Title III money to target ELL beginning and low intermediate levels with the purpose of addressing their specific needs and with native language support. Advanced ELLs have access to regular tutoring in every subject area upon request. All the clubs, tutoring, and workshops post their flyers around the school, and a master calendar is school-wide distributed with dates, times, and teachers in charge of every activity.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Media technology resources such as videos and audios (books on tape), will continue to be utilized. In addition, Emolior Academy has recently acquired Promethean Boards that are interactive white boards that combine computers, overhead projectors, and televisions into one tool. Meaningful activities, videos, presentations, games, worksheets, notes, graphic organizers, etc. can all be displayed through these interactive white boards to support all ELL levels of proficiency. Intermediate and Advanced 6th ELL scholars enjoy the use of Sony e-readers to encourage them get excited and engaged about reading. The e-reader's dictionary feature allow them to better understand complex reading by increasing vocabulary, and the highlighting feature is used to sound out multisyllabic words and to identify main idea and/or details.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Spanish native support is delivered in the Free Standing ESL program to Beginners and low Intermediate ELLs only by providing translated materials, explanations, and definitions of complex content material, to better utilize ELL's prior knowledge in their native language. Then, target vocabulary and language structure in English are emphasized through content objective and language objective planning and delivery to promote accelerated language development.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Services support and resources correspond to advanced and high intermediate ELLs' ages and grade levels. However, due to the influx of beginner ELLs in recent months, resources are getting limited or are not tailored for this specific population. Audio visual resources and scientifically based methodology will be purchased using Title III money to create a competitive program for Beginner ELLs in order to accelerate their language development.
In order to advance students' NYSESLAT levels, we instruct students with rigorous lessons that increase their abilities in the four modalities (speaking, listening, reading, and writing) or parts of the exam. We use various textbooks and test sophistication programs that prepare students for both the NYSESLAT and ELA exams. Students are provided academic subject area instruction and materials in a variety of genres, using ESL methodology and instruction through the four modalities, in order to address the five New York State ESL learning standards. We will continue to utilize Getting Ready for NYSESLAT test preparation program which provides instruction and practice in sentence structure, parts of speech, proper word usage, grammar and mechanics will also be used in order to support and boost English proficiency. Indicators of success will be results from NYSESLAT, ESL interim assessments, content grades, teacher observation, ongoing assessment, student's goals and portfolios.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Newly enrolled ELL student are given a tour around the school to get them familiar with the premises and the staff. The ESL teacher answers questions and concerns and invites them to keep in contact beyond regular group sessions (e.g: lunch time, recess, afterschool programs, etc.)to make them feel valued and supported and to address any concern and/or clarify new routines and expectations from Emolior Academy. The ESL teacher keeps in contact with newly enrolled ELL's parents through cellphone and e-mail communication to know more about the family culture and beliefs. 6th ELL scholars who are enrolled before the beginning of the school year are able to enjoy a Welcome Barbecue party where ELL's family and school staff get the time to introduce each other to build school culture.
18. What language electives are offered to ELLs?
Spanish as a Foreign Language or language elective is offered to our ELLs. The vast majority of our ELL population are Spanish heritage speakers and Spanish dominant speakers. They enjoy the class because they feel they contribute with their base knowldege to the school culture and they invite and engage peers from different ethnic backgrounds to explore and interact in Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

D. Parental Involvement

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

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

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

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

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Emolior Academy

School DBN: 12X383

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X383 School Name: Emolior Academy

Cluster: 6 Network: 608

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

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Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 43
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 01
of certified ESL/Bilingual teachers: 01
of content area teachers: 0

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: Supplemental Direct Instruction

Emolior Academy is a small, neighborhood, 6th – 8th grade school committed to ensuring that all of our students achieve at the proficient or advanced level in each subject area and develop strong character qualities for the preparation to ultimately gain admission to and be successful in college. Our current student population is 250 students.

As of the month of October, we have identified 43 English Language Learners of varying proficiency in our school. Currently, we have 18 students at the beginning level, 13 students at the intermediate level and 12 students at the advance level of language proficiency. One of our goals at Emolior Academy is to provide quality instruction to ELL students in order for them to achieve academic proficiency in the English language. To accomplish this goal, ELLs are provided with additional opportunities beyond the school day to acquire maximum language acquisition in our after school programs in reading, math and science, including Academic Intervention Services to reinforce skills in all content areas.

The afterschool Title III program specifically will allow for differentiated instruction. Groups will be fluid depending on students’ strengths in subjects as well as their language skills. Newcomers are given special attention to ensure that their academics do not fall below their grade level while they are acquiring English. Students will receive Native Language Support and ESL instruction to ease transition to a supportive environment that responds to the immediate social, cultural, and linguistic needs of immigrant adolescents with limited schooling. Assistance is provided in ELA, Science, Social Studies, and Arts.

The afterschool program will consist of 1 ESL/Bilingual certified teacher. Our certified ESL/Bilingual teacher, Ms. Monteza, will be planning and teaching with the collaboration and input of our teachers across the grades to provide assistance for all participating ELLs in alignment with the ELA Common Core Standards. They will collaborate on all assessment decisions, resources and overall implementation of instruction.

We have initiated a weekly Reciprocal Reading program session for students with less than 3 years in the country. These students have been selected to receive instruction in their Native Language (Spanish) to access Social Studies Curriculum. The goal is to ensure optimal learning while focusing on the

Part B: Direct Instruction Supplemental Program Information

development of the content and academic language needed for the student to properly navigate the learning at grade level. Reciprocal Reading and/or Collaborative Strategic Reading will be utilized to promote academic discussion and rigorous learning engagement. There is a weekly articulation with the 6th grade Social Studies teacher to align curriculum pacing and unit objectives with our Afterschool program. Students are from Ecuador, Peru, and The Dominican Republic.

Also, we will continue with our Saturday Academy program designed specifically for the components of the NYSESLAT exam. After an intensive and successful previous Saturday Academy program conducted for ELLs in 2014, the data indicated that ELLs from beginning, intermediate and advanced levels performed well on the writing portion of the test. 6 students out of 12 at the advanced level who attended the program tested out the NYSESLAT in May of 2014. Students at the beginning and intermediate level showed a major increase in their scores in the area of writing. This year we will focus on our Advanced ELLs to ensure that multiple opportunities are provided to grow their language development in the four Language skills. The program will utilize the Continental's New York ELLs for the 2015 NYSESLAT preparation book as well as other teacher designed interventions to focus on descriptive writing paragraph and fact-based essays. Also, students will reinforce reading comprehension strategies, academic vocabulary and speaking skills such as storytelling, response to graphic information, picture description and sentence completion.

Title III program will begin in November 2014 and run through April 2015 with the ESL/Bilingual teacher meeting with students at different before and afterschool scheduled sessions according with their Language Proficiency needs. The Afterschool instructional program runs from October 29, 2014 to April 30, 2015 on:

Wednesday from 2:35 to 5:30 p.m.

Thursday from 3: 10 to 5:30 p.m.

Friday from 2:35 to 5:30 p.m.

The Saturday Academy runs in the months of January, February, March and April (10 sessions) from 9:00 to 1:00 p.m.

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

- Social Studies in Spanish: "Hemisferio Oriental" Holt McDougal (A Division of Houghton Mifflin Harcourt)
- Continental's New York ELLs for the 2015 NYSESLAT preparation books, Annotated teacher's edition and Audio CD.
- Supplementary native language/English picture dictionaries Word by Word.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Professional Development

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

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

Our ELL teacher attends a series of instructional support strategy workshops with a special focus on QTEL Strategies, CCSS and instructional best practices for ELLs, Strategies to Improve ELL Academic Writing, and Vocabulary Development Strategies for Teachers of ELLs among others:

* October 03rd: Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension (Grades 6 – 10) provided by DELLSS

* October 06th: "Using Questioning and Discussion Techniques" by CFN 608 Achievement Coach, Juanita Rodriguez

* October 20th: "Differentiated Instruction at the Classroom level" by Ms. Guilford, Special Ed. Teacher

* October 27th: Language Access Coordinator Training provided by DOE Translation and Interpretation Unit

* November 4th: Bolstering Advanced Literacy Skills for English Language Learners (6-8) provided by DELLSS

Additionally, the ESL teacher will turnkey professional development opportunities for all teachers that

Part C: Professional Development

work with ELLs. Because all of our teachers at Emolior Academy teach ELL students, the professional development plan is as follows:

- * September: “Quick and Concrete Support for ELLs” provided by Ms. Torres and Mr. Scaramuzzo, ELA teachers
- * October: “Newcomer's Differentiated Instruction” provided by Imagine Learning, Inc.
- * November: “Language Access in the schools: Resources and Protocols” provided by Ms. Monteza, ESL teacher
- * December: “Stages of Second Language Acquisition” provided by Ms. Ms. Monteza, ESL teacher
- * January: “Creating an RTI Model for ELLs’ Academic Success” provided by Ms. Monteza, ESL teacher/ Ms. Scaramuzzo, ELA teacher
- * February: “Co-teaching Models for ELLs at Emolior Academy” provided by Ms. Monteza, ESL teacher/Mr. Dorrance, Special Ed. teacher
- * March: “NYSESLAT: Overview and Components” provided by Monteza, ESL teacher

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: Parent Involvement

Our Parent Coordinator, Ms. Owens and ESL teacher, Ms. Monteza, team up to outreach to Spanish-speaking parents through a series of workshops (described below) and with the support of community-based organizations and agencies like the Adolescent Health and Wellness Center from Urban Health Plan, Inc. and NYC Health Department. Additionally, parents are invited to our opening workshop which provides detailed information about our school, ESL program and opportunities for parents and Emolior Academy may collaborate to support our students. The parent coordinator and ESL coach serve as a key liaison between the Emolior Academy and the home. Parents are encouraged to become active participants in school activities. Meetings and conferences are scheduled on a monthly basis to keep parents informed and involved. All communication is sent in both Spanish and English via mail, flyers, telephonically and through the newsfeed of our website and Emolior App (available at Google Play and App Store for free). The following topics are scheduled for the upcoming year. These topics were based

Part D: Parental Engagement Activities

on a needs assessment provided by parents of our Parent Association and School Leadership Team:

Topic 1: Open School Night

Rationale: Familiarize ELL families with school clubs, tutoring and Community-based services provided by the school. Distribute information in both English and their native language, i.e. Spanish, Bengali, Arabic, etc.

Date: September 18, 2014

Time: 4:30 - 7:30 p.m.

Name of Provider: School Staff (Teachers, Parent Coordinator, Community-based representatives like Sobro, BRAC, Health Club, NYC Department of Health)

Audience: All parents included Parents of ELLs (Parents received information via e-mail, school app notifications and school messenger)

Topic 2: "Helping Parents Prepare Students for the ELA Exam and the NYSESLAT"

Rationale: Familiarize Parents of ELLs with the Common Core Standards, testing expectations and strategies to support ELLs academically at home and in school.

Date: January 26, 2015

Time: 5:30 - 8:30 p.m.

Name of Provider: Ms. Monteza, ESL teacher

Audience: Parents of ELLs (Parents receive information via e-mail, school app., phone calls and notifications.)

Topic 3: "ELL End-of-the-year- Celebration Event"

Rationale: Integrate Parents of ELLs into the School Culture by participating through Multicultural and Academic celebration of ELL student achievement and Talent. Promote and strengthen close relationships between Parents of ELLs and school staff.

Date: June 10, 2015

Time: 5:30- 8:30 p.m

Name of Provider: Organized by the ESL Department in collaboration with the school staff.

Audience: ELL's Families (Parents receive information via e-mail, school app., phone calls and notifications.)

Part D: Parental Engagement Activities

Our Guidance Counselor, Ms. Cruz, is proficient in both English and Spanish and communicates with parents of all immigrant ELLs at Emolior Academy. All school documents are available in English and Spanish. Translation is available at all school events. The ESL teacher and Guidance Counselor notify parents of relevant school, CBO and city-wide workshops and events by email or fliers home. The Parent Coordinator surveys parents formally at the beginning of the school year to evaluate their needs, and frequently assesses parents' needs and satisfaction throughout the year. In addition, the recent designation of a Language Access Coordinator, Ms. Monteza, at Emolior Academy will facilitate the access to families to language assistance services.

Ms. Cruz, our Guidance Counselor, has the following action plan for ELL parental engagement:

Topic 1: High School Application Distribution Meeting

Rationale: Familiarize ELL families with how the high school admission process works. Distribute information in both English and their native language, i.e. Spanish, Bengali, Arabic, etc.

Date: October 24, 2014

Time: 6:00 pm

Name of Provider: Miosotis Cruz, Bilingual Guidance Counselor

Audience: Spanish speaking parents (Parents received information via e-mail, school app notifications and school messenger)

Topic 2: 1st Annual EA High School Fair

Rationale: Familiarize ELL's families with available program choices within our city.

Date: November 6, 2014

Time: 5:30 pm

Name of Provider: Schools present were the following: Pelham Preparatory Academy, Bard High School Early College, High School for Teaching and the Professions, Advanced Math and Science II, University Prep Charter School, Bronx Academy for Software and Engineering, Bronx Design and Construction, Celia Cruz High School for Performing Arts, School for Tourism and Hospitality, Collegiate Institute for Math and Science, Bronx River High School, Schuylerville Preparatory High School

Audience: Entire EA community (Parents receive information via EA app notifications, School Messenger, Backpack letters/flyers and e-mail)

Topic 3: New World High School Information Session

Part D: Parental Engagement Activities

Rationale: Familiarize ELL's and Parents of ELLs with a high school program directed entirely towards addressing their needs as ELL's.

Date: November 6, 2014

Time: 2:35 pm

Name of Provider: Aniello Aliberti, Recruitment Officer, New World High School

Audience: 8th Grade ELL's and parents (ELL's received information via Mrs. Monteza)

Topic: After-school high school admissions counseling

Rationale: Assist parents in navigating the high school admissions process

Date: Mondays, Tuesdays and Thursdays (Oct 6 - 12/2)

Time: 2:35 pm - 5:00 pm

Name of Provider: Miosotis Cruz, Bilingual Guidance Counselor

Audience: 8th grade scholars and their families (Parents receive information via EA app notifications, School Messenger, Backpack letters/flyers and e-mail)

Topic: Borough Wide High School Fair

Rationale: Assist parents of ELL's in navigating the borough wide high school fairs

Date: October 18, 2014

Time: 9: 30 am - 3:00 pm

Name of Provider: Miosotis Cruz, Bilingual Guidance Counselor

Audience: 8th grade scholars and their families. (Parents receive information via EA app notifications, School Messenger, Backpack letters/flyers and e-mail)

Parents and families of ELLs are invited and involved in many celebrations and events such as our Day of Thanks, College workshops, College visits, Open houses, Poetry Slam and other events that are regularly interpreted. We continue to plan varied parent events that cater to the needs of the parents and families of our ELL population. This visible involvement of parents of immigrant ELLs in our school instills in our students a sense of belonging that is often difficult to achieve when they are struggling with the native language, and shows the positive influence of our immigrant ELL community.

Because the parents of immigrant ELLs, both current and former, struggle with the English language, and

Part D: Parental Engagement Activities

often, other literacy issues that may cause them hardship in helping their children in school, we offer many opportunities to parents to come into the school to learn alongside their children. We encourage parents to attend ESL and GED courses that are offered in night programs at our school as well as opportunities for parents to learn the ARIS system, which helps parents stay informed about their children's progress in school. Most of the workshops that we conduct are done in-house, meaning that we use the capacities of the school based and network teams to provide workshops and services to immigrant ELL parents.

This year, as part of our initiative to provide language access to Limited English proficient parents, our principal, Mr. Spaulding, is committed to securing appropriate translation and intervention services through the purchase of Assistive listening /wireless transmitter system to be utilized at SLT meetings, grade meetings, parent workshops, PGA meetings, and school wide events in which interpretation activities with mobile audio assistance is needed.

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	_____	_____

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.
Other	_____	_____
TOTAL	_____	_____