



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

<b>DBN: (i.e. 01M001):</b>	<b>12X384</b>
<b>School Name:</b>	<b>ENTRADA ACADEMY</b>
<b>Principal:</b>	<b>JAZMIN RIVERA-POLANCO</b>

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)**

**Section 4: SCEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Entrada Academy School Number (DBN): 12X384  
School Level: Middle School Grades Served: 6-8  
School Address: 977 Fox Street, Bronx, NY 10454  
Phone Number: 718-378-1649 Fax: 718-378-4707  
School Contact Person: Guillermina Perez Email Address: Gperez16@schools.nyc.gov  
Principal: Jazmin Rivera-Polanco  
UFT Chapter Leader: Bernadette Rohan  
Parents' Association President: Roberto Espinoza  
School Leadership Team  
Chairperson: Tammi Butler  
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: 718-328-2319

**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:

1. 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\*.
2. 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.\*\*
3. 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)
Jazmin Rivera-Polanco	*Principal or Designee	
Daniel Krieger	*UFT Chapter Leader or Designee	
Roberto Espinoza	*PA/PTA President or Designated Co-President	
Antonia Torres	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	
Yaffri Reyes	Parent Member	
Deborah Apolinaris	Parent Member	
Maria Gagui	Parent Member	
Elexida Alvarado	Parent Member	
Daisy Munoz	Parent Member	
Tammi Butler	Teacher Member	
Sonia Rosado	Teacher Member	
Adaljisa Lora	Teacher Member	
	Member/	
	Member/	
	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	
1.	<b>Rigorous Instruction:</b> 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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.
4.	<b>Effective School Leadership:</b> 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.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> 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:

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

7. **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.
8. **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.
9. **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.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **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.

Entrada Academy (12x384) is a middle school that serves grades 6-8 and is located in the Hunts Point section of the South Bronx. The school building is located near shopping stores and other commercial venues. Students who attend Entrada Academy live in the community and/or travel by bus or train from other nearby locations. Some students have siblings who currently attend the school and some students have siblings who graduated from the school. Entrada Academy has served generations of families.

### **School Mission:**

Entrada Academy's mission is divided into three Focus Anchors: Engagement, Communication and Collaboration aligned to elements within the Four Pillars and Capacity Framework.

### **Engagement**

- Students learn best from peer-to-peer interactions; students work in groups, students are provided with opportunities to engage in academic discourse, and teachers use interdisciplinary curricula that integrate debate and position-taking based on evidence from text/s.
- Adults create a safe and inviting environment by maintaining pristine classrooms, modeling appropriate behavior, and incentivizing good habits.
- School leaders and staff strive to increase academic and behavioral capacity through interventions such as Academic Intervention Services (AIS) and Positive Behavioral Interventions and Supports (PBIS).

At Entrada Academy scholars are provided with creative and engaging enrichment opportunities through partnerships with Community Based Organizations (CBOs) and teachers participate in the development and integration of clubs and sport activities open to all students.

### **Communication**

- Young adolescents feel safe when adults are united; we communicate academic and behavioral expectations with parents.
- Parents are active participants; they come to the school to participate in workshops, celebrations, and trips.
- We maintain open communication between all stakeholders so that both students and staff can improve and use a variety of methods to communicate and update parents on the academic and social performance of their children.

### **Collaboration**

- Teachers share resources within teacher team meetings, model best practices, and develop and share lesson plans.
- Teachers learn from each other through teacher-led professional development, intervisitations, and are provided with multiple opportunities for common planning.
- Teachers are organized into Grade Teams in order to maximize communication regarding students and their progress and create a cohesive learning experience for all students.
- School leaders include teachers in major decisions through distributive leadership; Grade Team Leaders and instructional leaders meet regularly with administration.

## Partnerships:

Entrada Academy is involved in several partnerships with a variety of organizations.

- The Learning Partners program is a new initiative that the Chancellor has instituted to provide schools to select a focus and work with one another to improve practice, structures and systems in a collaborative way across schools.
- CUNY NYSIEB program is a New York State Initiative for emergent bilinguals. CUNY pairs selected schools and create a plan to increase the language ecology at each school, while also providing informative workshops and extensive resources including visits and feedback from the professors who work in the program. The program targets our ELL student population and serves to provide enrichment and a variety of strategies to the teaching staff.
- Schools Out NYC (SONYC) is a program that the Chancellor offered to interested middle schools. Entrada Academy has also partnered with East Side House Settlement to provide tutoring, arts and crafts, robotics, and STEM, dance, and cooking classes to our students.
- Danielson Group – The Assistant Principal was awarded a grant to participate in professional development workshops with the Danielson Group to coordinate intervisitations at the school. The program offers seminars and workshops to train staff on providing feedback, using a lens for discussion, and encouraging and improving teacher practice.
- Chess in the School- students participate in sessions during school and after school. Students also have an opportunity to compete in citywide-hosted competitions.
- Rocking the Boat- Rocking the Boat's On-Water Classroom brings academics to life on the Bronx River. Students explore the river's rich history and ecology.
- Division of Teaching and Learning Principal Advisory Group- The principal participates in advisory group on a monthly basis with Deputy Chancellor Phil Weinberg.
- Academic and Behaviors Institute- Principal participates on monthly workshops.
- PBIS- Staff members have participated in the Positive Behavior and Intervention Supports Program. Entrada Academy is currently in the 8<sup>th</sup> month of participation in this program.
- The school leaders also work with their Children First Network support team and are provided with additional resources, professional learning opportunities, and operational services through this partnership.

## Strengths/ Challenges:

Entrada Academy engages teachers in professional learning and planning. Teachers have opportunities to meet in Grade Teams and Content teams. Every teacher participates in regularly scheduled meetings that provide time for: analyzing data; looking at student work; identifying patterns and trends; modifying curriculum; enhancing lesson plans; sharing best practices; working through task and student activities; discussing students; creating plans for individual or groups of students; developing and integrating scaffolds; learning or integrating new instructional strategies; and modifying lesson plans to provide differentiation and multiple entry points for all students.

Entrada Academy has seen an increase in student growth in English proficiency as measured by the NYSESLAT exam. Students have moved from beginner to intermediate levels and from low intermediate to high intermediate levels. The school tone and culture has also improved significantly. The summer planning with the PBIS team fostered buy-in from staff on the initiatives the school is using for discipline, rituals, routines, and newly developed systems and structures. The staff is invested in PBIS initiatives and is working continuously with fidelity to promote a positive school culture, which has led to improved student behavior and improved student work products. Teachers are given opportunities for extensive collaboration and welcome feedback from school leaders that support improved instructional and organizational practice.

A challenge for Entrada Academy is meeting the social and emotional needs of all students who have difficulty with focusing on schoolwork. Entrada Academy is working with teachers who work with SWD (Students with Disabilities) to

implement strategies to continually immerse students in activities that engage students in their learning. Strategies include allowing students to present their work products through various means (video and other media forms) so that students who are not able to respond in writing have a variety of ways to choose from to express themselves and their ideas.

The DTSDE tenet in which Entrada Academy made the greatest growth was teacher collaboration (Tenet 3: SOP 3.4) within and across grades and subjects. The school leaders also have a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, and provide teachers with feedback and professional development opportunities (Tenet 2: SOP 2.5). The school program has opportunities for staff to meet in content meetings and also in grade team meetings. The new UFT contract includes embedded professional development for staff after school. Teachers use this time to share best practices across grades and content areas. Additionally, teachers meet to create, modify and revise their curriculum based on data analysis findings. Teachers review and plan lessons together based on the patterns and trends identified within the data and then focus in on areas of need. An instructional cabinet has been created this year to ensure that the administration has an opportunity to build trust by collaborating staff on creating professional learning opportunities that are engaging and useful to teachers.

Entrada Academy's Instructional Focus for the 2014-2015 school year is aligned to improving teacher practice and is based on findings from teacher observations. Entrada Academy's instructional focus is on student-centered learning that includes questioning and discussion with peer to peer interaction. The instructional focus was selected based on the feedback from observations where we saw a need to improve on teacher practice around questioning and discussion. The *Danielson Framework for Effective Teaching* and the Danielson rubric serve as the research-based tool to provide teachers with resourced and actionable feedback on their teaching practices.

Entrada Academy has been identified as a Renewal School and will be undergoing major changes over the next three years to improve school leadership, teacher practice, student achievement, and family services. The school will be turning into a Community School and will be partnering with a Community Based Organization. The school will be receiving additional support services to meet the various needs of our school community. This school year we will begin the planning process in transitioning our school into this new community model. More information regarding this transformation is forthcoming to all stakeholders.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

## 12X384 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	293	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	5	# Dance	5	# CTE	N/A
School Composition (2013-14)					
% Title I Population	91.0%	% Attendance Rate		91.4%	
% Free Lunch	93.0%	% Reduced Lunch		3.9%	
% Limited English Proficient	38.5%	% Students with Disabilities		24.0%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American		11.2%	
% Hispanic or Latino	87.2%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	1.0%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.2%	% Teaching Out of Certification (2013-14)		19.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		4.23	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.5%	Mathematics Performance at levels 3 & 4		3.7%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		13.3%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		18.5%	
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		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	NO				
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.	D

**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.

Based on the 2013-2014 Quality Review, it was noted that “in order to further develop teacher pedagogy that aligns to curricula and school instructional focus including questioning, scaffolds for diverse learners consistently providing multiple entry points into the curricula so that ELLs and SWD’s are engaged in challenging tasks to produces work products and discussions that reflect high levels of student thinking.”

#### Strengths

The curriculum at Entrada Academy is Common Core aligned and teachers create lessons and introduce complex materials. Additionally, Entrada Academy’s instructional focus for the 2014-2015 school year is on student-centered instruction with a focus on questioning and discussion opportunities through peer to peer interactions. Students have been working on peer to peer discussions and questions across classrooms. The interaction takes place with turn-and-talks, think-pair-share, and other group and paired sharing strategies.

#### Needs Improvement

Each teachers master schedule will provide opportunities for teachers to revise and modify lesson plans to include multiple entry points for complex materials; producing rich discussions and writing that stimulate higher-order thinking skills. Teachers will work collaboratively to ensure that the lessons provide SWDs and ELL students with skills and strategies needed to produce rigorous classroom work products from students.

**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, teachers will have opportunities to work in grade teams and content teams to discuss lessons. Additionally, teachers will participate in a variety of professional development sessions that will allow them to modify the curriculum and make changes to lessons for SWDs and ELL students. This will result in:

1. 15% move from beginner ELL to intermediate
2. 15% move from intermediate to advance
3. 15% move from advance to proficient
4. 15% move from Level 1 to Level 2
5. 2% move from Level 2 to Level 3

Additionally, it will result in:

50% increase in SETTS students one proficiency level

20% increase in 12:1 more restrictive environment one proficiency level

30% increase in ICT less restrictive environment one proficiency level

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>By June 2015, professional development will be provided to teachers based on their Advance data aligned to the Danielson Framework:</p> <ul style="list-style-type: none"> <li>• 75% of the teachers will be rated ‘Effective’ on Danielson components 3b and 3c by June 2015</li> <li>• Time students spend engaged in discussions, debates, collaborative problem-solving activities, and deconstructing problems and solutions will increase as measured through classroom observation findings.</li> </ul>	<p>All teachers</p>	<p>Beginning September 2014, professional development sessions will be included in the schedule, additionally teachers will have opportunities to meet during grade</p>	<p>Assistant Principal and principal</p>

		teams and content teams through June 2015.	
<p>Beginning on January 2015, through the partnership with CUNY NYSIEB, professional development and strategies will be provided for all staff.</p> <p>Beginning on September 2014, the Special Education division of Network 608 will provide professional development and feedback to all our special education teachers.</p>	All teachers  Special Education teachers	Beginning January 2015, CUNY NYSIEB team will take all observations conducted in the school and will provide professional development targeted for all staff. The team will also work on creating a plan to support school leaders and teachers.	Principal  Assistant Principal/ Network team/ IEP teacher
Beginning in September 2014, the principal in collaboration with the Assistant Principal and instructional cabinet will discuss the workshops that will be offered to parents. The CUNY NYSIEB team will also provide ideas for topics for parents.	Parents	Beginning on January 2015 parents will be offered a variety of workshops. The workshops will be held monthly and will be particularly geared toward the curriculum and support for parents 10/2014-6/2015	Principal
School leaders will provide opportunities for sharing of information and reflection on current practices; ensuring that feedback from staff is considered in high-stakes decisions that affect the school community.	All staff/ parents	09/2014-6/2015	Principal/ Assistant Principal

**Part 4 – Resources Needed**

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

- Hiring of staff is needed to ensure that teachers are available to fully participate in scheduled grade and content meetings
- Professional development provided by the Network staff to include targeted feedback for immediate implementation
- NYSESLAT practice books
- Saturday Academy to provide small group instruction for students
- Intervisitations of classes to observe questioning and discussion with complex materials and opportunities for high-order thinking skills

**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	X	Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

CUNY NYSIEB grant will be used to purchase additional resources for our ELL population.

**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 January 2015, teachers will administer midterms that will provide information on student growth in all content areas.
- By February 2015 ESL Teacher will administer NYSESLAT mock exam to all ELLs .

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

- |  |   |     |  |    |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | X | Yes |  | No |
| • 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:**

- c. 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.
- d. 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.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	D
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:**

- e. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- f. 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.

School leaders identified that most incidents reported at the school level and on OORS occurred both within classrooms and outside of the classroom in the 2012-2013 school year. School leaders have made improvement in the tone and culture of the school a priority this year. The school hired Education for Social Responsibility (ESR) to work with staff in providing professional development to staff. The new administration also adopted and had staff trained in PBIS.

Strengths

Staff was trained last year in PBIS and the expectations, systems and structures were implemented in September 2014. A rally was held to ensure that all students and families were informed of the expectations as outlined in the PBIS handbook. There is an increase school-wide in ownership of all the initiatives that promote student’s emotional and social well-being.

Needs Improvement

New staff members are still having difficulty in ensuring that the rituals and routines in the classroom are completely adhered to and there is not complete ‘buy-in’ and implementation from all staff. Teachers are also struggling with creating engaging lessons that minimize distractions and increase student participation in classroom instruction.

**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.

During the 2014-2015 school year, school leaders and staff will implement Positive Behavioral Interventions and Supports (PBIS), which will include socio-emotional counseling for our scholars. Guidance counselors will communicate with staff to identify students who need Tier 2 interventions and teachers and parents will collaborate to create action plans for the identified students; resulting in a 15% reduction in principal and superintendent's suspensions. The decrease in suspension rates will be evidenced through OORS data reports.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Entrada Academy will implement PBIS (Positive Behavior Intervention Support) throughout the school and include the latest professional development involving parents and student presentations.	Entire school community including teachers, parents and students	Beginning on September 6, 2014, and continuing through June 2015.	Mrs. Rosado PBIS Coordinator
Town Hall meetings will be conducted by grade on a monthly basis, counseling sessions with guidance counselor and follow up with teachers and parents and SONYC social worker who will work on Wednesdays with our after school and day students.	Guidance Staff/Social Worker	Beginning on September 6, 2014 through June 2015.	Principal
School leaders and staff will invite parents to events, performances, activities at the school. There will also be a monthly Principal Breakfast/Lunch to provide a forum for discussion for parents.	Parents	Beginning on September 6, 2014 through June 2015	Principal
There will be open discussions and meetings on discipline and PBIS policy.	School community	Beginning on January 1, 2015 and ongoing through June 2015	Principal

### Part 4 – Resources Needed

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

adjustments, etc.

- Coverages will be needed to cover the training dates of the teachers participating in professional development for PBIS.
- Entrada Academy will need funds to replenish the incentives (gifts) students will purchase in the school PBIS store.
- Per session will be needed to provide teachers additional time after school to meet for planning activities and events.
- Funding will be needed to provide refreshments to parents when they participate in scheduled events and activities.

**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.

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

Learning Partners funds

**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.
- A school generated survey will be administered to monitor student feedback on the safety of the school.
- Data will be gathered and analyzed on a monthly basis to determine the changes of incidences as reported on OORS from the 2013-2014 school year to the 2014-2015 school year.
- Surveys will be administered to students on March 2015 and again in June 2015
- Teachers will be given a survey in March 2015 and again on June 2015 to determine their evidence of the school changing the tone and environment.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 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:**

- g. 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.
- h. 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.	D
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.	D
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.	D
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:**

- i. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- j. 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.

Based on the 2013-2014 Quality Review it was stated that the school needs to improve to “ensure that curricula consistently integrate academic tasks that emphasize rigorous habits and higher order skills across grades and subjects and for English Language Learners.

Strengths

Teachers participated in summer planning that included a revision of the curriculum and created academic Performance Tasks. Teachers included scaffolds and multiple entry points for access to the curricula for ELL and SWD students. Teachers also worked on creating lessons to increase student engagement by providing various opportunities for students to participate in daily discussion opportunities and ample time for reading and writing.

Needs Improvement

Teachers need to ensure that the common core aligned tasks created is rigorous but also provides entry points at the levels where students are able to navigate through the task and complete on their own. Teachers need to revisit lessons weekly to ensure that multiple points of access are created so that students are provided with the necessary scaffolds.

### 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 2014-2015 school year, teachers in each content area will collaborate to develop CCLS-aligned Performance Tasks for their students that will include multiple access points for each unit of study; resulting in a 10% increase of students passing their midterm exams in January 2015.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Entrada Academy will hire a GenReady coach who will work with teachers across content areas to plan, revise and modify the curriculum.	All teachers	Beginning on January 2015 the coach will work with teachers for 15 sessions of professional development	The Assistant Principal and Principal
Teachers will work on modifications to their lessons to ensure students develop understanding of concepts taught in class. The pacing of lessons will be adjusted so that students who are at varying levels of completion of academic tasks have the proper amount of time to master the concepts.	All teachers will be participating in professional development that will target modification of assignments.	Beginning in January 2015 and continuing every month from January 2015 through June 2015	Lead Teacher/ Assistant Principal
Parents will be informed on every aspect of their child’s academic achievement during Portfolio Days scheduled every last Tuesday of each month.	Parents	10/2015-6/2015	Principal
Teachers, Assistant Principal, and Lead Teacher will collaborate to analyze quantitative and qualitative student data, quarterly and weekly, and will adjust lessons and unit maps based on their data findings.	Teachers, Assistant Principal and Principal	Beginning on January 2015- through June 2015	Principal and Assistant Principal

**Part 4 – Resources Needed**

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

MSQI funding will be used to hire coach for GenReady.

**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.

	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>	X	<b>Grants</b>
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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.

School leaders will monitor midterm progress in January 2015 to track student progress.

**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:**

- k. 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.
- l. 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).	D
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.	D
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:**

- m. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- n. 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.

School leaders at Entrada Academy engage in frequent and targeted observation cycles of feedback to teachers and provide professional learning information and opportunities to the staff. Evidence based systems need to be used systematically to increase the level of communication on the actions needed to support achievement, engagement, and student social and emotional growth. The priority is targeting student engagement to increase student achievement.

Strengths

Teachers work on implementing recommendations and feedback in their lessons to move up on their HEDI ratings aligned to the Danielson Framework. The work includes creating lessons that are real world examples that are relatable to student’s experiences.

Needs Improvement

Teachers need to work on consistently creating lessons that are engaging for students. Teachers need more pedagogical strategies to ensure all students have opportunities to actively participate in the lessons. The Assistant Principal will work on providing professional development that allows teachers to have an environment for learning that ensures risk-taking and discussion opportunities for students.

### 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.

During the 2014-2015 school year, the school leaders will improve the communication systems within the school so that all stakeholders within our community are aware of the school-goals, progress towards our goals, and where their assistance would be most helpful in order to support a 3% increase in students meeting proficiency levels on the NYS ELA and Math exams.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Danielson Framework for Effective Teaching will be used with all eligible teachers for evaluative purposes aligned to MOSL and MOTP. PBIS will be developed to integrate multiple initiatives, systems, and structures to support needs of our staff and students.</p>	<p>All teachers</p>	<p>Beginning on September 2014 all teachers will be observed and provided timely feedback on instruction and planning.</p>	<p>The Principal and Assistant Principal will both take turns in observing teachers so that the information and feedback is consistent with the expectation of the school</p>
<p>School leaders and teachers will create BIP and Functional Behavioral Plans for targeted students and will also provide students with in-house incentives through the use of PBIS store incentives.</p>	<p>All teachers, guidance counselors, and parents</p>	<p>Beginning on September 2014 guidance counselors will identify students who will need additional assistance and provide plans to structure their</p>	<p>Principal, assistance principal and guidance counselors</p>

		academic growth until June 2015.	
Town Hall meetings and forums for discussion and dissemination of information will be conducted throughout the school year.	Parents	On a monthly basis , town hall meetings will be held in the form of breakfasts and luncheons to provide parents information	Principal

#### **Part 4 – Resources Needed**

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

- Per-session funding to provide guidance counselors with time to meet with staff to create BIP and Functional Behavioral Plans
- Refreshments for parents to meet at school
- Training rate funding for teacher to participate in Danielson Group outside of school hours.

#### **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.

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

#### **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.

- By January 2015, teachers will administer midterms to determine student growth.
- School leaders will provide teachers with feedback from observations and will promote dialogue with teachers on instructional practice.
- Engaging students in learning and pacing of lessons will be used as a guideline to measure teacher effectiveness
- Teachers will participate in professional development opportunities to learn strategies to engage students aligned to components within Domain 3 of the Danielson Framework.
- Principal and Assistant Principal will monitor portfolios monthly to ensure students are producing work that highlights their understanding of concepts taught in class. Principal and Assistant Principal will be monitoring portfolios quarterly to ensure students are producing work that highlights their understanding of concepts taught.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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:**

- o. 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.
- p. 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.	E
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.	D

**Part 1b. Needs/Areas for Improvement:**

- q. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- r. 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.

Entrada Academy communicates very well with parents. The Parent Coordinator is active in making phone calls, sending reminders to parents of school activities and workshops, in speaking with parents, and acting as a liaison to the school for organizing events and activities for parents.

Strength

The Parent Coordinator at Entrada Academy has built strong relationships with the parents. At the school we have a pantry where the donations collected from staff are distributed to our parents/families in need. Parents are also invited to our award assemblies held at the school and to Town Hall and other open discussions/forums. Parents have great relationships with the Parent Coordinator as well as with our family worker and school aide who greet and meet parents when they first come in to make sure they feel welcomed into the school to support our continued mission to build a culture of trust and respect within our school community.

Needs Improvement

Data needs to be the driving force behind all the conversations we have with families. Providing families with statistics around academic and discipline policies will provide families with clear guidelines on how we can work collaboratively to ensure student success. Data needs to be shared and made available to all students and parents and expectations must be clearly defined and communicated.

### 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.

During the 2014-2015 school year, there will be a 10% increase in number of parents participating this year in school activities, discussion forums, and academic progress monitoring of their children so that families feel welcomed and supported into our school community. Parent participation and involvement will be tracked through attendance records gathered throughout the school year and Learning Environment Survey findings. During the 2014-2015 school year, the school will also partner with East Side House Settlement to provide workshops for families.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parent workshops will be conducted on a variety of topics including youth development. Translation services during parent meetings will be provided as needed and when possible.	parents	January 2015 through June 2015	Principal
Parents will be offered opportunities to participate in classes targeted to provide them with resources to improve their language acquisition. Parents will be informed of the resources available to them, school activities, discussion forums, and Parent-Teacher conferences/meeting opportunities to discuss their child's academic and behavioral progress.	Parents and teachers	Beginning in January 2015 and continuing through May 2015	Assistant Principal
Entrada Academy will work with parents to keep them informed through various means of communication and will provide opportunities for parents to visit the school and monitor their children's progress.	Parents	Beginning on September 2015 through June 2015	Principal and Parent Coordinator
Entrada Academy will ensure that staff members are trained in working with parents to listen to their concerns, make appropriate recommendations, and guiding them on next steps.	Staff and faculty	Beginning on January 2015 and continuing throughout the year until June 2015	Principal and Assistant Principal

**Part 4 – Resources Needed**

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

- Teachers will be needed to provide the ESL classes for parents
- Scheduling the faculty and staff members to have monthly meeting on professional development
- Parent coordinator will need supplies and scheduled time to make the phone calls to specific parents when necessary.
- Funding is needed to maintain the ROBOCALL system to send out message reminders to parents.
- Funding will be needed to purchase supplies and other materials needed to provide parents with information and classes.

**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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	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:

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.

- Parents will be invited and will participate in Town Hall, Principal’s Breakfast, and Principal’s Luncheon meetings to keep them informed of what is going on within the school.
- Attendance of parents will be taken at all school events to collect data to measure level of engagement/involvement of parents.
- Phone call logs will be kept by teachers and will be monitored by school leaders monthly to determine on-going outreach and communication with parents throughout the school year.
- In February 2015 schools will revisit S CEP (School Comprehensive Education Plan) goals to reflect on current practices and progress towards meeting each S CEP goal.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State exam data, DRP data, report card information, teacher referral, department referral	Word Generation, Achieve 3000	Small group, one-to-one, tutoring	During the day, after school, lunch time, Saturday Academy
<b>Mathematics</b>	State exam data, DRP data, report card information, teacher referral, department referral	Ten Marks Program, Success Maker Program	Small group, one-to-one, tutoring	During the day, after school, lunch time, Saturday Academy
<b>Science</b>	State exam data, DRP data, report card information, teacher referral, department referral	Reciprocal teaching strategies	Small group, one-to-one, tutoring	During the day, after school, lunch time, Saturday Academy
<b>Social Studies</b>	State exam data, DRP data, report card information, teacher referral, department referral	Reciprocal reading strategies	Small group, one-to-one, tutoring	During the day, after school, lunch time, Saturday Academy
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	State exam data, DRP data, report card information, teacher referral, department referral	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs	Small group, one-to-one, tutoring	During the day, after school, lunch time, Saturday Academy

## 12X384 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	293 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	N/A	# SETSS	N/A # Integrated Collaborative Teaching N/A
Types and Number of Special Classes (2014-15)			
# Visual Arts	5	# Music	N/A # Drama N/A
# Foreign Language	5	# Dance	5 # CTE N/A
School Composition (2013-14)			
% Title I Population	91.0%	% Attendance Rate	91.4%
% Free Lunch	93.0%	% Reduced Lunch	3.9%
% Limited English Proficient	38.5%	% Students with Disabilities	24.0%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.6%	% Black or African American	11.2%
% Hispanic or Latino	87.2%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White	1.0%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	3.2%	% Teaching Out of Certification (2013-14)	19.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	4.23
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	6.5%	Mathematics Performance at levels 3 & 4	3.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	13.3%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	18.5%
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	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	YES
Economically Disadvantaged	NO		
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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		# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)			
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		# CTE	N/A
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% 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	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	YES
Economically Disadvantaged	NO		
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 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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"> <li>• Use of ARIS Learn to provide online professional development to teachers</li> <li>• Mentoring</li> <li>• Common Planning time</li> <li>• Intervisitations</li> <li>• Targeted professional development based on Danielson Framework feedback</li> <li>• Grade Team meetings twice a week scheduled into the program</li> <li>• Content meetings every week scheduled into the program</li> <li>• Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis</li> <li>• External professional development opportunities</li> </ul>

**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"> <li>• Common Planning time: Revising, Modifying and Creating Curriculum</li> <li>• Network PD for CCLS-aligned instruction</li> <li>• Alignment to Danielson Framework and teaching best practices</li> <li>• Participation in the Danielson Group</li> <li>• Participation in the CUNY NYSIEB program</li> <li>• Learning Partners School sharing of best practices and feedback</li> <li>• Instructional rounds for both Principal and Assistant Principal</li> </ul>

**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.

MOSL committee was selected and made decisions regarding measure, target population and assessments used for teacher evaluation aligned to Measure of student Practice (MOSL) for the 2014-2015 school year. Teachers also receive various opportunities within their schedules to collaboratively and independently look at student work and data in order to inform instructional practices and to make instructional modifications as needed.

#### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	\$284,324	X	20
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	\$68,822	X	17
Title II, Part A	Federal	N/A	N/A	N/A

Title III, Part A	Federal	\$14,100	X	27
Title III, Immigrant	Federal	\$3,496	X	13, 27
Tax Levy (FSF)	Local	\$2,419,754	X	13

<sup>1</sup>**Explanation/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:

- a. 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.
- b. 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.

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

- c. **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).
- d. **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.
- e. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- f. **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.
- g. **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.

- h. **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:

- i. **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.
- j. **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.
- k. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- l. **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.

---

### **Entrada Academy (12x384)** **Parent Involvement Policy (PIP)**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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

**Entrada Academy (12x384)**  
**School-Parent Compact (SPC)**

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

**I. School Responsibilities**

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**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: Entrada Academy	DBN: 12X384
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):

**Part B: Direct Instruction Supplemental Program Information**

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

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 2

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:

Rationale: Entrada Academy ELL students receive enrichment classes for ELL's during a Saturday Academy program designed specifically for them. ESL, with the support of content area teachers, will prepare students for content they will encounter on the NYSESLAT. It is important for such preparation to take place on Saturdays, a time when ELLs are not typically exposed to reading, writing, speaking, or hearing English, as they are often at home with native speakers. The instructional focus of our school is questioning and discussion, and so much of the work done during Saturday Academy will be an extension of this focus. The goal is to provide students ample opportunities to practice their language skills so as to continue working on gains.

A secondary goal is for parents of ELLs to gain a better understanding of the school's expectations of their students and of the ESL curriculum, in addition to providing the parents with some skills that will foster increased use of English. As a corollary, the parents of ELLs who join the Saturday Academy program will also be invited to attend ESL classes at the school. Separate adult and students classes will run concurrently for the first 1.5 hours. For the remaining .5 hr. (30 minutes), the "Parental Engagement" ESL teacher will leave and then parents will join their children with the other two ESL and Content Area teachers for co-tutoring.

Subgroups and Grade Levels: Beginner and Intermediate ELL students; all three grades 6-8 will be invited.

Schedule and Duration: On Saturdays from January 5, 2015 through May 24, 2015 for a total of 15 sessions. 13 of the 15 sessions will take place from 9:00 a.m.-11:00 a.m. (2 hours), with breakfast served from 8:30 a.m.-9:00 a.m (30 minutes). Two of the 15 sessions immediately preceding the beginning of NYSESLAT testing will be extended by one hour (3-hour sessions) for additional preparation that will closely mirror testing formats.

Language of Instruction: Minimum of 75% English, 25% Spanish (native language)

# and Types of Certified Teachers: 3 ESL teachers; 2 content area teachers; 1 supervising administrator. A supervisor will oversee the Title III program, due to the fact that this is the only program running in the

## Part B: Direct Instruction Supplemental Program Information

school at the time. The supervisor will oversee arrival, breakfast, and instructional hours. The Content Area teachers will be co-teaching and co-planning with a ESL/ bilingual certified teacher. 3 planning hours will be designated for all instructors to map the curriculum before the program begins. Each classroom will be leveled (either "Beginner" or "Intermediate") and one ESL teacher will co-teach with a Content Area teacher in each class. The "parental engagement" ESL teacher will instruct adults only for 1.5 hours at the same time the children are in session. After 1.5 hours, the "parental engagement" ESL teacher will be dismissed. Parents will then be sent to their children's classrooms for co-tutoring to be directed by the ESL/Content Area teaching teams.

Language of Instruction: Minimum of 75% English, 25% Spanish (native language)

# and Types of Certified Teachers: 3 ESL teachers; 2 content area teachers; 1 supervising administrator

Types of Materials:

-NYSESLAT preparation workbooks (for example, "Finish Line for ELLs," or "Continental's New York ELLs").

-Computer software (for example, Rosetta Stone).

-Notebooks, paper, and pencils.

## Part C: Professional Development

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

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

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

-Through the acquisition of the CUNY NYSIEB (New York State Initiative Emergent Bilinguals) grant we a team of teachers, a parent and school administrator are creating a plan to target the work, increase teacher skills, and turn key the most recent research in our work.

-CFN 608 ELL forums- Network Support

-Achieve 3000 software programs for all students

Topic 1: Teaching Language and Literacy Skills to Emergent Bilinguals

Rationale: Teachers will have an opportunity to discuss the various scaffolds, entry points and other mediums to use to teach language and literacy to our beginner ELL population. Teachers will have an opportunity to discuss various strategies and participate in using the strategies they would use in the

### Part C: Professional Development

class.

Date: January 12, 2014

Time: 2:25-3:45 p.m.

Name of Provider: CUNY NYSIEB (New York State Initiative on Emergent Bilinguals) program

Audience: All staff including ESL teachers

Topic 2: Implementing Scaffolds and Multiple Entry points across Content Areas

Rationale: Providing teachers across the curriculum and content areas strategies and skills to implement in their lessons to facilitate engagement and productive work from our ELL students at various levels.

Date: January 26, 2014

Time: 2:25-3:45 p.m.

Name of Provider: CUNY NYSIEB program

Audience: All teachers

### 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: Entrada Academy will work with the CBO East Side House Settlement to acquire an ESL program for our parents to begin in 2015. It is the expectation that parents come in and participate in these classes once a week. During these classes, there will be an opportunity for parents and their children to co-tutor. By encouraging and providing language acquisition to the parents, students can continue to receive support from the home.

Topics: In addition to actual adult ESL classes for part of the duration, time will also be spent during sessions covering the following topics:

-the Common Core Learning Standards

-Homework Help

**Part D: Parental Engagement Activities**

-Literacy in the Home

-Communicating with your Child's Teachers

-Improving your Child's Vocabulary

Rationale: Parents will be provided with the resources that are used in the classroom to enhance the work outside of the school. Materials and resources will be provided, in addition to hands-on work to engage parents. In addition, parents will acquire English and other skills that will empower them to more confidently assist their children with academics, advocate for their child's education, and serve as an academic model for their children.

Schedule and Duration: On Saturdays from January 5, 2015 through May 24, 2015 for a total of 15 sessions. Each session for adult-only classes will take place from 9:00 a.m.-10:30 a.m. (1.5 hours); for the last 30 minutes, parents will join their children for co-tutoring.

Name of Provider: ESL teacher

Audience: Parents of our ELL students

Parents will be notified that the ESL classes will begin through the parent calendar distributed once a month, as well as telephone outreach. The ESL classes will be offered once a week for 1.5 hours and will be taught by an ESL/Bilingual teacher. In addition, we work collaboratively with IS 217 (shared space school) in offering many opportunities for a variety of parent workshops. Parent coordinators will work closely to support our parents and families.

Parents will engage in cultural awareness activities and trips with their children in the program. During our Title III program, the adult ESL program and other workshops will be offered to parents.

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>12</b>	Borough <b>Bronx</b>	School Number <b>384</b>
School Name <b>Entrada Academy</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>311</b>	Total number of ELLs	<b>120</b>	ELLs as share of total student population (%)	<b>38.59%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

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		
<b>Total</b>	<b>64</b>	<b>13</b>	<b>6</b>	<b>35</b>	<b>4</b>	<b>12</b>	<b>21</b>	<b>0</b>	<b>8</b>	<b>120</b>
Number of ELLs who have an alternate placement paraprofessional: <u>8</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*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
<b>TOTAL</b>	<b>0</b>																			

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	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							38	40	39					117
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							1	1	1					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>39</b>	<b>41</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>120</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							15	22	20					57
Intermediate(I)							7	9	13					29
Advanced (A)							16	9	6					31
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>	<b>40</b>	<b>39</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>117</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	21	11	1	0	1	0	0	0	34
6	12	18	3	0	0	0	0	0	33
7	12	23	0	2	0	0	0	0	37
8									0
NYSAA Bilingual (SWD)					1		2		3

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school uses Fountas and Pinnel and Degrees of Reading Power (not for Newcomers) to assess literacy skills for our ELLS. This data can be provided as requested once it is compiled. \*\* Our school also uses F&P Running records to assess literacy skills for our ELLS. As of the end of November, 2013, teachers are finalizing the first round of running records. This data can be provided as requested

once it is compiled by the two ESL teachers.\*\*

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Our largest subgroup of ELLs is Beginners, followed by Advanced, followed by Intermediates. We also notice that many more Advanced students are in 6<sup>th</sup> grade than in the other two grades, so in the future, we expect more Advanced and Proficient students in the school as they get older.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
The Combined Modality Report is not available from the 2013 NYSESLAT exams.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. Upon review of our data from last year, we notice that ELLs tend to be performing at a Level 1 on the NYS ELA exam regardless of their NYSESLAT proficiency. Also, there appears to be very little difference in students' scores on the NYS Math exam, regardless of whether the exam was given in the native language or in English.
    - b. We are awaiting the results of the ELL Periodic Assessments, which were just given earlier this month. When we get them, we will consider what additional supports or programmatic changes we may need to make. The ELL Committee will share the results with all teachers and administrators will expect teachers to use the data to group students, differentiate their work, appeal to all four language modalities, and scaffold.
    - c. We will not know until the results come in.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))  
N/A (not K-5 school)
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We differentiate the instruction to appeal to each modality. \*\*In order to differentiate instruction for our ELLs population, we utilize the results garnered from the NYSESLAT and part of that analysis includes identifying the trends among our ELLs. We also use this report to track seventh and eighth grader's progress during the last two years.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A (no DL at our school)
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We expect the ELLs' reading levels to advance by more than one grade level within one academic year. We will measure the reading levels of Beginners with Fountas and Pinnel Running Records, and the Intermediate and Advanced students with the Degrees of Reading Power. These tests are administered 3 times per year to monitor progress. \*\*We are unable to provide the date at this time, as F&P running records are in progress.\*\*

## 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](#).)  
When new students are enrolled, the Home Language Identification Survey (HLIS) is completed by the parent or guardian and

facilitated by our principal Ms. Riveras-Polanco who is a bilingual Spanish/English pedagogue. If she is unable to facilitate one of our trained teachers (ESL Teachers: Ms. Ramirez, Ms. Ballantyne) will complete this portion. As part of the enrollment process an informal oral interview in English and in Spanish is conducted, 98% of our ELLs speak Spanish as their first language, therefore all interviews are conducted in Spanish, unless a parent requires otherwise. Should a parent request a different native language, an effort will be made to locate a staff member from either our school or one of the schools located on our campus to translate. Based on an analysis of the answers to the HLIS and the informal interview students who qualify to take the Revised Language Assessment Battery(LAB-R) are administered this test by an ESL teacher or bilingual (English/Spanish speaking) teacher within the first 10 days. The LAB-R is hand scored by the administering teacher and if the student qualifies for ESL services the parents are contacted by the parent coordinator.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
The parent coordinator calls the parents or guardians of newly identified ESL students as per the LAB-R within 10 days of registration and asks them to come in to review the Parent Orientation Video (Spanish) and to discuss their ELL program choices. During during the parent orientation a pedagogue, \*\* Ms. E. Ramirez, our ESL teacher, explains all ELL programs (dual language, free standing ESL and bilingual) and shares with the parents the programs available at our school. During this meeting parents complete the Parent Survey and may complete their Program Selection form indicating their choice of ELL program. If a parent requests a program that we do not have, we explain the options that we do offer, inform them that we do not have that option of their choice, and enroll them anyway in a program that we have so that service can begin right away. We have some flexibility in our program to offer a combination of NLA, pull-out ESL, push-in ESL, and free-standing ESL classes. If the parent is still not satisfied, we refer them to the office of English Language Learners, which will coordinate the student's transfer with the Office of Student Enrollment. We would still temporarily place the student in our ESL programs while the transfer is pending.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The school administration makes sure that all ELL students receive an entitlement letter every Spring. These are sent out by our ESL teacher to the students homes as well as a backpack copy. Copies are made for the school records and kept in the Main Office in the ELL binder. For all parent activities, meetings and home communications in writing, we ensure that adequate information is distributed by providing translations and information in English and Spanish. Our parent coordinator provides information as to the programs, services and support available to our students and parents at our school. Our parent coordinator assists by following up with the parents to ensure the entitlement letters, parent survey and program selection forms are returned. \*\* Entitlement letters are sent to the students homes upon completion and results of the LABR.\*\*
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
\*\*Currently our school offers free standing ESL classes, push-in ESL classes, and 12:1 classes with an alternate language paraprofessional. The principal in collaboration with the parent coordinator holds a meeting with the parent of the potential ELL student to discuss the placement options at our school. Based on the results from the LAB-R and observations made during the informal interview students are placed into the appropriate setting. Placement letters are distributed by the principal or assistant principal and copies are maintained in the Main Office in the ELL binder. Continuation letters are also distributed as required and maintained in same locations. We try to honor all parent choices, if we have the numbers required to open the class. Translation is always available at our school for English and Spanish, all forms of communications are sent home in both languages, English and Spanish. \*\* ATS is updated within the required 20 days when all forms of communication are completed.\*\*
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
We follow all of the testing requirements and procedures as per the School Administrators' Manual (SAM) when ELLs take the NYSESLAT. Students and parents are notified as to when the exam will be administered at least a week in advance. Proctors are familiarized with the testing procedures and their role in the administration of the test well in advance. We ensure that locations where testing is held are away from non-tested students to avoid disruption, and all accommodations as per IEP mandates are met. The proctors selected are familiar with the ELL population and with the demands of the exam in advance of the test; we select their

ESL teachers, the Spanish teacher, or other Spanish/English bilingual teachers who are likely to know the students and the exam well, and whom all have the ability to communicate in both languages if necessary.\*\* After reviewing the Parent Survey and Program selection forms for the last few years we have observed the trend of choice to be free standing ESL program.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  After reviewing the Parent Survey and Program selection forms for the past few years we have noticed a trend in parents choosing our free standing ESL program. We are currently reviewing the BESIS report to gather specific numbers. \*\* Our free standing ESL program appears to be aligned with parent requests.\*\*

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?  
Currently our school offers free standing ESL classes, push-in ESL classes, and 12:1 classes with an alternate language paraprofessional. Our ELLs currently travel with ELLs who have a similar proficiency level within a larger class of non-ELLs. Beginners/Newcomers receive ESL instruction in a free standing ESL class and NLA; Intermediates receive a combination of push-in ESL support with a free-standing ESL class; Advanced students receive instruction in a free-standing ESL class. All free-standing ESL classes contain students with similar levels of proficiency (homogeneous). They receive instruction in content areas in English with support in their native language via textbooks. In our special education classrooms (12:1 or 12:1:1), there is either an alternate language paraprofessional and/or bilingual special education teacher in each of the classes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?  
Our ELLs do not travel together in a self-contained "ELL-only" class. Rather, each official class has a homogenous subset of ELLs

within it. This allows us to tailor programming to meet the needs of each subset in the following manner:

1. **Beginners:** Beginner ELLs attend a free-standing ESL class with a certified ESL teacher for 8 periods a week (45 mins. each) while their non-ELL peers have English Language Arts; therefore, they have 360 mins./week of ESL. They also receive NLA for 4 periods a week (50 mins. each) while their non-ELL peers have Tiered Reading Instruction (a total of 200 mins./week)

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

3. **Advanced:** Advanced ELLs attend a free-standing ESL class with a certified ESL teacher for 4 periods a week (45 mins. each) while their non-ELL peers have Tiered Reading Instruction. Therefore, they have 180 mins./week of ESL and 360 mins./week of ELA.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Reading: Fountas and Pinnel; Degrees of Reading Power

Writing: Quick Writes

Speaking: Anecdotal during discussions and presentations; evaluated with teacher-created rubrics

Listening: Anecdotal during discussions and presentations; evaluated with teacher-created rubrics

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

In order to best serve our ELLs with special needs we take into account the styles and settings in which these students learn best and

differentiate our instruction to meet their needs. We are looking into incorporating Achieve 3000 technology based programs that are engaging and challenging for each individual student based on their own levels.

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

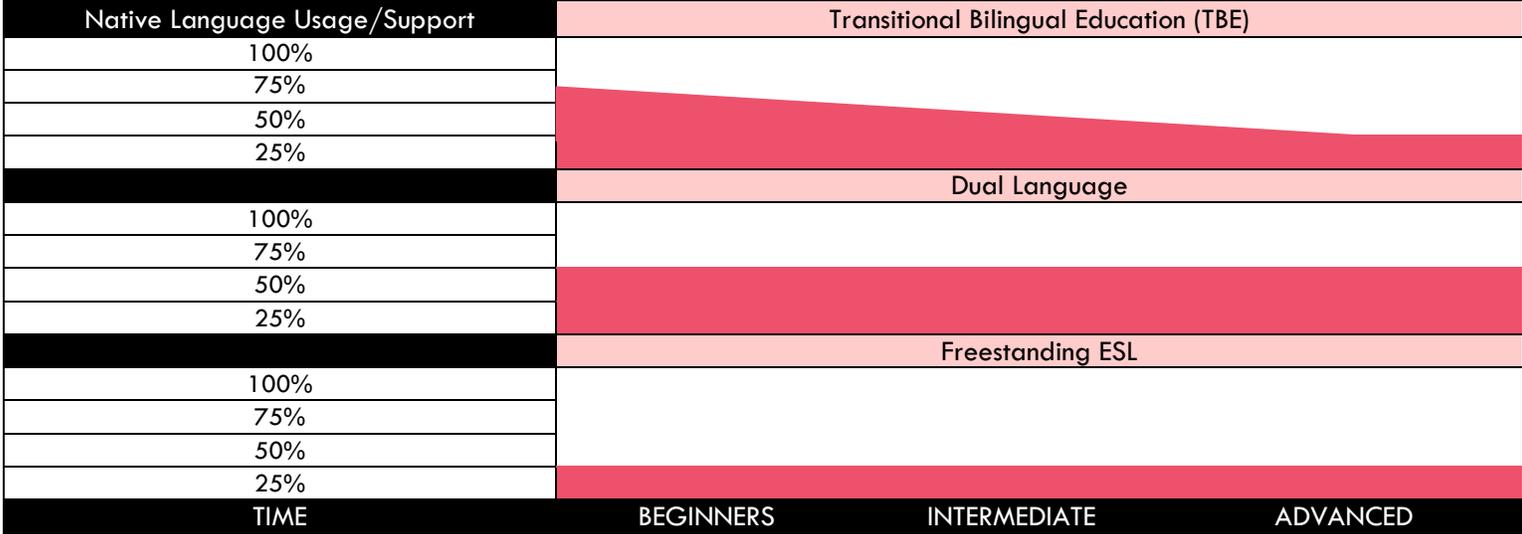
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- we program extra minutes of ELA for Intermediate and Advanced ELLs, above the requirements of CR Part 154.
  - we program NLA (Spanish) for Beginner ELLs, despite not having a TBE program, which exceeds the requirements of CR Part 154.
  - we support 63% of Math instruction for ELLs with a second classroom teacher who assists, usually in their native language (Spanish).
  - we offer priority to ELLs in the lowest-third for Extended Time placements (Spanish and/or English) \*\*Targeted Interventions for ELLs in ELA, MATH, Social Studies and Science include but are not limited to the following; -A Balanced Literacy Approach - Academically Rigorous Instruction -Differentiated Instruction -Periodic/Interim Assessments -Acuity -Contextualization -Technology that focuses on developing listening, speaking, writing and reading -Technology/Software that provides challenges to each student based on their identified needs -Extended day and after school programs that focus primarily on literacy and mathematics. - Ongoing assessments provides evidence of students learning and need for change to drive instruction. In addition, textbooks, homework, and projects are provided by the teachers.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Many aspects of our ELL program have been implemented for the first time this year. We predict that NYSESLAT scores of students will improve, as the Intermediate and Advanced levels of ELL students are receiving additional ELA instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- We have already made changes to this year's programming by combining homogenous ESL classes with exposure to non-ELL peers in all content areas. As noted elsewhere in this LAP, we will closely monitor the ELLs' progress over the next few months to determine if this was an effective change. We have also created an ELL Committee that is charged with monitoring this progress, communicating data and trends with the staff, and coordinating ELL-related PD for the staff. Furthermore, we have established a special Inquiry Team that will focus on our ELLs and Former ELLs who are currently at a Level 2 on the NYS ELA exam.
12. What programs/services for ELLs will be discontinued and why?
- We have discontinued Bilingual Special Education classes for each grade, due to the very low numbers of students whose IEPs required those services. In the past, the number of students who required those services was large enough to have a class in each grade; as of September of 2013, the number dropped so significantly that we did not even have enough in the whole school to open a class. However, these students are still supported by alternate language paraprofessionals; one class has a certified bilingual special education teacher; and they still receive ESL services, either through pull-out or attending a free-standing ESL class.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are entitled to- and attend- the same classes as their non-ELL peers during the school day. They are also invited to join the same after-school programs. Last year (2012-2013), we created a special after-school program just for ELLs to expand their technology and English skills and abilities; we plan to open the same program again this year.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We used Title III funding to purchase a laptop cart and computer program (ALEKS) for the ELLs' after-school program. During the regular instructional day, we use the following materials:
- English 3D curriculum for Advanced/Intermediate ELLs
  - National Geographic Inside for Beginner ELLs (and lower Intermediates)
  - Word Generation, which has been proven to be effective with ELL populations, is used with all non-ELLs as well as Intermediate and Advanced ELLs school-wide
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- NLA is offered for 180 mins./week to Beginner-level ELLs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The instructional minutes of ESL that ELLs receive each week corresponds to their proficiency levels. Additionally, even though we do not have a TBE class, we still provide Beginners with 180 mins./week of NLA because we believe that supports their transition academically, linguistically, and culturally. We also mix students from grades 7 and 8 together in some ESL classes because their proficiency level is homogenous. We do not do this with 6<sup>th</sup> graders because we do not believe that they are mature enough to be with older students, and because the grade bands of the NYSESLAT do not support the mixing of 6<sup>th</sup> graders with 7<sup>th</sup> or 8<sup>th</sup> graders.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A (no DL program at our school)

## C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

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

## E. Additional Information

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

N/A

## Part VI: LAP Assurances

School Name: Entrada Academy 384

School DBN: 12X384

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

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

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

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

DBN: 12X384 School Name: Entrada Academy

Cluster: 6 Network: 608

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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