



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Emolior Academy School Number (DBN): 12X383  
Grades Served: 6-8  
School Address: 1970 West Farms Road  
Phone Number: 718-842-2670 Fax: 718-842-2857  
School Contact Person: Denise Scottel Castaner Email Address: dscottelcastaner@schools.nyc.gov  
Principal: Derick Spaulding  
UFT Chapter Leader: Deborah Ogedengbe  
Parents' Association President: Delores Langevine  
SLT Chairperson: Denise Scottel Castaner  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Cheryl Thomas  
Student Representative(s):

**District Information**

District: 12 Superintendent: Rafaela Espinal Pacheco  
Superintendent's Office Address: 1970 West Farms Road, Bronx NY 10460  
Superintendent's Email Address: Respina@schools.nyc.gov  
Phone Number: 718-328-2310 Fax: 718-542-7736

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
1230 Zerega Avenue, Bronx, NY 10462/ One Fordham Plaza, Bronx,  
Director's Office Address: NY 10458  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776 / 718-741-8895 Fax: 718828-6280

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Derick Spaulding	*Principal or Designee	
Deborah Ogedengbe	*UFT Chapter Leader or Designee	
Delores Langevine	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Cheryl Thomas	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Arleni Ulloa	Member/UFT	
Jason Lloyd	Member/UFT	
Persa Lukic	Member/UFT	
Christina Moreta	Member/Parent	
Tykina Jones	Member/Parent	
Carina Colier	Member/Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, 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**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

The school demographics are as follow:

Grade(s) presently in school:	6-7-8
Attendance % to date	91%
Demographics:	Demographics:
	Hispanic 63%
Demographics:	Black 27%
Ethnicity	Asian 2%
% Gender	White 3%
% IEP students	American Indian 5%
% ELLs	49% Female – 51% Male
	28%
	18%

**According to the 2014-2015 School Quality Review, Emolior Academy is proficient in the following:**

Capacity Framework Alignment Strengths: Trust / Collaborative Teachers / Strong Family Community Ties / Supportive Environment

According to the 2014-2015 School Quality Review, Emolior Academy ensures all stakeholders are unified in providing a safe and nurturing environment through the integration of effective and research-based programs that promote academic and personal growth for all students and adults. There exists an unwavering emphasis on maintaining a positive school culture that supports the school’s theory of action. The school leaders and staff believe that if the school maintains a safe, inclusive and nurturing environment then accelerated student and adult learning can thrive. Currently used programs at the school were selected based on the identified needs of the school stakeholders using analysis of

school data. Team building strategies introduced to staff also resulted in staff moving from collegial to collaborative teams, strengthening their ability to plan together effectively and to share ideas and resources. When interviewed, teachers and students stated how much they appreciate the principal's daily 'hands-on' approach and family-style leadership. "We love our school" and "proudly wear our uniform" was a common response by students. Student government meets weekly to discuss issues and participates in helping to make school decisions. For example, students promoted a fund raising activity for Breast Cancer, which was co-led by a teacher and the SG. All teachers have been selected for specialized professional development in content areas other than their licensed areas to promote and extend their vision and growth. These endeavors and practices engage all members of the learning community and enable a school climate that is inclusive to all.

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

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

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

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

Feedback provided to teachers indicates a clear understanding of the Danielson Framework. The administration works effectively with the school's assigned Talent Coach to implement the new state required evaluation system. The

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

**According to the 2014-2015 School Quality Review, Emolior Academy needs to:**

Capacity Framework Alignment Focus Areas: Rigorous Instruction / Effective School Leadership

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

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

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

The principal, along with teacher leaders, reviews data and sets a school-wide focus on questioning and discussion opportunities. Summer professional development led to curriculum revision and deepened understanding of effective questioning and accountable talk. Teachers consistently plan higher-order thinking activities to promote student-to-student interactions, including debate. An examination of lesson plans reveal planning for diverse learners including

Spanish translations of aims and vocabulary words. However there is limited evidence of coherence across grades and subjects for all students to demonstrate their thinking including English language learners and students with disabilities thus preventing the acceleration of student progress and achievement at proficiency and beyond especially for these diverse learners. We need to deepen the alignment of common assessments to curriculum with teacher assessments and analysis of student work to further differentiate instruction and support targeted instruction across subjects. (2.2)

Our school employs common assessments, including the New York City Performance Assessments aligned to MOSL, Code X unit assessments, Cash for Mathematics as well as collaboratively developed science and social studies unit exams. The school-wide grading policy fosters coherence across subjects and grade levels. Achieve 3000, LIGHT SAIL, and Word Generation programs have imbedded formative assessments, which further inform teachers of student progress. Teacher-ease allows students, parents and teachers to be informed as to areas of strengths and weakness. Common rubrics collaboratively created by the AUSSIE consultant and instructional leads are utilized in all core subjects.

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

**Instructional Focus for 2015-2016: 3b (Questioning) 3c (Student Engagement) 3b (Student discussions)**

Emolior Academy’s Instructional Focus for 2015-2016 is to build a culture and community that promotes literacy across the content areas by engaging our scholars in student-centered learning (3c) that integrates effective text-dependent questioning strategies (3b) and provides daily peer-discussion opportunities (3b) that will help our scholars develop the oral and written communication skills critical for high school, college and career-readiness.

## 12X383 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	243	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	1	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	N/A	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	83.9%	% Attendance Rate		90.4%
% Free Lunch	85.9%	% Reduced Lunch		2.8%
% Limited English Proficient	17.7%	% Students with Disabilities		27.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American		32.1%
% Hispanic or Latino	60.2%	% Asian or Native Hawaiian/Pacific Islander		3.6%
% White	2.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		19.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.5
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.7%	Mathematics Performance at levels 3 & 4		17.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		27.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

**Section 5A – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p><b>NYS ELA Assessment Data – 2014 - 2015:</b> Results on the <b>2014 - 2015</b> ELA State Assessment indicate that while students have made progress, 12% of all students tested scored at proficient levels. We received a rating of Developing in Tenet 3. Despite the fact that data was collected on an ongoing basis, the school failed to utilize the data to develop strategic action plans to improve student achievement. In connection with the Capacity Framework (Rigorous Instruction), the Quality Review notes that Emolior Academy:</p> <p><b>Strengths:</b> The school’s curriculum is implemented consistently across all grades, and holds all students accountable to meeting learning expectations, including students with disabilities and English language learners, additional supports are provided as needed. To ensure high levels of thinking all teachers apply the cognitive rigor matrix to instructional practices as well as in task design. In addition, all students are now programmed for reading classes and intervention math courses that require them to engage in practical analysis, synthesizing, and supporting their opinions and thinking with evidence. Teachers work to provide students with daily opportunities to hone their critical thinking skills, thus preparing them for the rigor and demands of higher education and providing them with the skills they will need to be successful in a global and competitive workforce and society.</p>		

**Need Improvement** : Based on the 2015 Quality Review, there is inconsistency in the implementation of strategies for extending higher-order thinking in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking. The school must regularly track progress towards meeting SCEP goals. A comprehensive system of data analysis leading to strategic action planning must be put in place to improve student achievement.

### **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will improve the total Student Achievement score in ELA. We will increase the rate of our students achieving proficiency (levels 3 and 4) by 5% collectively as measured on the 2015-2016 New York State Common Core ELA Tests.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></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? (include school, educational consultants and/or CBO staff)</i></p>
<p>In September 2015, school principal will work with the schools' programmer to schedule common planning times for teachers to meet in content and grade Interdisciplinary teams in order to have weekly opportunities to plan, review, and revise instruction collaboratively.</p> <p>Teachers will show evidence of integrating explicit reading comprehension strategies and higher-order</p>	<p>Teachers</p>	<p>During the 2015-2016 school year, the principal will work with the school's programmer to embed Common Planning Time.</p>	<p>School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Developments every Monday along with a Professional Development plan.</p>

thinking into planning, instruction and assessment. Strategies include the strategic integration of language acquisition (Word Generation) reciprocal teaching, shared reading, guided reading and independent reading.  ( 3.4)			
During the 2015-2016 school year, the administrative team will provide training sessions on modeling teacher team practices and protocols and will implement the use of the Word Generation program. ( 3.3; 3.4)	Teachers	During the 2015-2016 school year, the Administrative team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the Word Generation program.	Administrative team will provide training sessions on modeling Teacher team practices and protocols and will implement the use of the Word Generation program.
On a quarterly basis, the principal and grade teams will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject and department in order to share findings with teachers.	Teachers	During the 2015-2016 school year, the principal and grade teams will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject and department in order to share findings with teachers.	Principal and grade teams will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject and department and findings will also be shared with teachers and analyzed by teacher teams.
During the 2015-2016 school year, school leaders and teachers will develop rigorous units of study during the designated teacher team and common planning times . (3.3)	Teachers	During the 2015-2016 school year, school leaders and teachers will develop rigorous units of study during the designated teacher team and common planning times.	Curriculum departments, teacher teams, coaches and Assistant Principal will develop rigorous units of study via the teacher team and common planning time.

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> <li>1. Common planning periods will be embedded into the school day schedule.</li> <li>2. Word Generation will be used across disciplines to promote interdisciplinary instruction and teaming.</li> <li>3. Teacher Team/Inquiry Periods will be scheduled to promote data analysis.</li> <li>4. Monday professional development sessions will be scheduled to support enhancing teacher practices.</li> <li>5. Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study.</li> </ol>

6. Cabinet meeting times will be scheduled every Monday to evaluate calendar of collaborative practices.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Targets:**

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

**Timeline:**

- During the 2015-2016 school-year, the principal and programmer will provide Common Planning time, Teacher Team/Inquiry Team time and Interdisciplinary Team times within the school program and will develop a professional learning plan with their Professional Learning Committee to provide teachers with a variety of professional development opportunities every Monday.

During the 2015-2016 school year, grade and content teams will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the Word Generations program.

- During the 2015-2016 school year, grade and content teams will assess and aggregate scores from the Degrees of Reading Power (DRP) assessment to assess teacher team data by grade, subject and departments.
- During the 2015-2016 school year, rigorous units of study will be developed by curriculum departments and the Assistant Principal during the teacher team meetings and common planning time.
- During the 2015-2016 school year, the principal and Assistant Principal will implement a quarterly calendar of meetings to address and inform collaborative practices.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



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

**Section 5B – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	€
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>The overall school rating for Tenet 5 was Developing, as the school received developing in each of the four indicators.</p> <p>015g the 2014-2015ss. Teacher School Leadership / Strong Family Community Ties Despite the fact that the school has begun to develop and implement programs to promote a safe and healthy learning environment, there has been an increase in the number of discipline incidents entered into OORS.</p> <p>Students indicate that while they feel generally safe in the school, bullying does go on in the building.</p> <p>Teachers, parents and students interviewed struggled to articulate the work being done to ensure that all students have the social and emotional developmental skills necessary for success.</p> <p><b><u>Strengths:</u></b></p> <p>Emolior Academy ensures all stakeholders are unified in providing a safe, nurturing environment through established effective programs that promote academic and personal growth for all students and adults. (1.4) We have an unwavering emphasis on development of positive school culture supports the school’s theory of action that a safe, inclusive environment, nurturing both student and adult needs will result in accelerated student learning. Programs are provided that ensure this goal is realized based on data from parents, teachers and students. Team building</p>		

development resulted in moving the staff from collegial to collaborative practices thereby strengthening their ability to plan well together. When interviewed, teachers and students shared how much they appreciate the principal’s daily “hands-on” approach and family-style leadership. “We love our school” and “proudly wear our uniform” was a common response by students. Student government meets weekly to discuss issues and participate in school decisions. For example, students promoted a fund raising activity for Breast Cancer, which was co-led by a teacher, and SOBRO program. Various teachers have been selected for specialized professional development in content areas other than their licensed areas to promote and extend their vision and growth. These endeavors and practices that engage all members of the learning community enable a school climate that is inclusive to all.

**Need improvement:**

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

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

- Data must be analyzed to identify and address patterns and the root causes of behavioral issues to establish a safe, healthy environment that promotes the social and emotional well-being of all students including those identified as at risk.
- The school must put systems in place to evaluate the effectiveness of the advisory program and the implementation of the Code of Collaboration to determine if the programs have led to academic or behavioral success for students.
- Programs must be implemented, school-wide, to promote a healthy learning environment for all students. Activities and programs must provide students with the social and developmental tools needed to be successful.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015 – 2016 school year, Emolior Academy will implement a positive behavior program with social emotional counseling in collaboration with school-based sports and arts programs that will result in a 10% reduction in the number of incidents occurring in school as evidenced through OORS reports.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></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? (include school, educational consultants and/or CBO staff)</i></p>
<p>In September 2015, school leaders will update school-wide discipline policy and will collect and analyze administrative data to identify racial and ethnic disproportionality rates. ( 1.4,1.3 )</p> <p>Throughout 2015-2016 school year, the principal will collaborate with the School Leadership Team and teacher leaders to evaluate school wide protocols for engaging students and to</p>		<p>During the 2015-2016 school year, School Principal, Assistant Principal, School Leadership Team and Teacher leaders will evaluate school wide protocols for engaging students and respect for all goals</p>	<p>School Principal, Assistant Principal, School Leadership Team and Deans will evaluate school wide protocols for engaging students and respect for all goals</p>

<p>track our 'Respect for All' goals.</p> <p>Goal setting / conferencing in each grade level to incorporate goals directly related to student academic expectation and respect.</p> <p>Incorporate awards at all quarterly assemblies for students demonstrating monthly progress toward academic expectations improvement and respect.</p> <p>Utilize our parent coordinator to monitor progress of academic expectation and respect through parent and student surveys.</p>			
<p>Establish weekly meetings and encourage staff participation / discussion about academic expectation and respect.</p> <p>Establish a student council to communicate messages of expectations and respect to and from teachers / administration.</p> <p>Establishment of at least one CBO connection to aide and support academic expectation goals and respect.</p> <p>Development of an incentives program for students meeting personal goals related to improved safety and respect program</p>			
<p>In August 2015, the school leader will partner with Office of Safety and Youth Development and will</p>	<p>All Students</p>	<p>During the 2015-2016 school year, the school leader will partner with Office of Safety and Youth Development and</p>	<p>School leader will partner with Office of Safety and Youth Development and will incorporate strategies from</p>

incorporate strategies from the Pre-Referral Intervention Manual ( 1.4, 1.3, 1.3 )		will incorporate strategies from the Pre-Referral Intervention Manual	the Pre-Referral Intervention Manual.
In September 2015, school leaders including the principal, Assistant Principal, and Deans will align guidance interventions and will conduct monthly assemblies to address student concerns and needs. ( 1.4, 3.4, 5.1 )	All Students	During the 2015-2016 school year, school leaders including the principal, Assistant Principal, and Deans will align guidance interventions and will conduct monthly assemblies to address student concerns and needs.	During the 2015-2016 school year, school leaders including the principal, Assistant Principal, and Deans will align guidance interventions and will conduct monthly assemblies to address student concerns and needs
In September 2015, the Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey. ( 1.4, 3.4, 5.1 )	All Students	During the 2015-2016 school year, Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.	Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. All teachers will conduct goal setting / conferencing in each grade level											
2. Administration and teachers will coordinate awards at all quarterly assemblies											
3. Utilize our parent coordinator to monitor progress of academic expectation and respect through parent and student surveys											
4. All content and grade meeting will establish weekly meetings and encourage staff participation / discussion about academic expectation and respect											
5. Student council, administration and teachers will communicate messages of expectations and respect to and from teachers / administration											
6. SOBRO afterschool programming organization will provide programming and student support.											
7. Administration and staff will development an incentives program for students											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

**Timeline:**

- During the 2015-2016 school year, school leaders including the principal, Assistant Principal, School Leadership Team and Deans will update school-wide discipline policy as well as look at data on disproportionality.
- During the 2015-2016 school year, the principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual and Teach Like a Champion .
- During the 2015-2016 school year, school leaders including the principal, Assistant Principal, School Leadership Team and Deans will align guidance interventions and will conduct monthly assemblies to address student behaviors.
- During the 2015-2016 school year, the principal and Deans will track OORS reports and Google Drive for incidents and suspensions.
- During the 2015-2016 school year, the principal will realign the roles and responsibilities of the Deans.
- Throughout the 2015-2016 school year, the principal, Assistant Principal and Guidance Counselors will create and implement the Guidance After-School Program.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p><b>NYS ELA Assessment Data – 2014 - 2015:</b> Results on the <b>2014 - 2015</b> ELA State Assessment indicate that while students have made progress, 12% of all students tested scored at proficient levels. In terms of the Capacity Framework, teachers did not consistently provide multiple entry points to address the needs of all students, including ELLs and SWDs. While students were in groups, the groups were formed based solely on reading levels. The activities/tasks were not differentiated or scaffolded to provide multiple entry points to meet student needs. The implementation of instructional plans does not always include differentiation; therefore students do not consistently have opportunities to experience instruction that promotes high levels of student engagement and inquiry.</p> <p><b>Strengths:</b></p> <p>In previous years, teachers often were unable to attend all of their preferred in-house PD sessions due to schedule conflicts. Now, with dedicated PD time each Monday after school, teachers are able to focus more on specific areas of development that are relevant to their current teaching practice and desired areas of growth. Both teachers and school leaders report that the hands-on role of teachers in designing and delivering PD has increased the overall effectiveness of the PD program. Additionally the implementation of one-to-one meetings that is a unique Emolior Academy developed system where all teachers are assigned an administrative lead. All teachers meet with their administrative lead during a set period weekly to discuss lesson planning, observation feedback, goals and instructional practices. (Effective School Leadership)</p> <p><b>Needs improvement:</b></p>		

Based on the 2014-2015 Quality Review, there is inconsistency in the implementation of agreed-upon strategies for extending higher-order thinking in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking. Teachers must implement lessons that include differentiated and scaffolded instruction to meet the needs of all students. Students, across all grade levels, must be provided with opportunities to answer and formulate higher order thinking questions. Groupings of students within classes should be flexible, based on needs or abilities, with differentiated activities/tasks assigned to each group. The CCLS aligned lessons and daily instruction does not include the implementation of differentiated instruction, or ensure multiple entry points for all students.

To ensure the achievement of targeted goals daily instruction must include:

- Implementation of differentiated tasks/activities for groups of students
- Lessons should include multiple entry points for all students, taking in the needs of ELLs and SWDs.

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all students including ELLs and SWDs will work towards achieving State Standards in ELA and math as measured by a 5% increase in students meeting promotional criteria on NYS ELA and Math assessments as measured by pre-post results in 2015 and 2016. Professional development will be provided so teacher teams begin to use formative assessment tools to monitor student progress and understanding of content specific skills as well as analyze data to determine trends and make informed decisions regarding instructional adjustments.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></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? (include school, educational consultants and/or CBO staff)</i></p>
<p>In September 2015, School Principal and Instructional Coach will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction (</p> <div data-bbox="90 1581 435 1623" style="border: 1px solid black; padding: 2px;"> <p>4.2, 1.2, 3.1</p> </div> <p>)</p> <p>Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.</p>	<p>Teachers</p>	<p>On a monthly basis, School Principal and leadership coach will evaluate the opportunities for teachers to share best practices to raise the level of Tier 1 instruction</p>	<p>School Principal and leadership coach will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction</p>

Hire an instructional coach to support administrative / teacher observation process.

School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies.

Principal and Assistant Principal attend summer workshops focused on introduction and implementation of the Danielson Framework.

Discuss Danielson Framework with staff during Emolior Academy Summer PD intensive.

By the end of October all teaching staff in accordance with their administrative team lead will complete a self-assessment of their pedagogical practice based on the targeted domains chosen for focus this year.

Engage in a goal setting conference to establish 2 goals aligned to teacher pedagogical need, student need and administrative feedback based on the Danielson Framework.

Principal and Assistant principal will receive training on how to utilize and implement the Teachscape classroom observation system.

Administration will make use of Teachscape and ARIS Learn to conduct frequent observations and classroom

<p>walkthroughs while providing teachers with timely feedback based on the Danielson Framework.</p>			
<p>During the 2015-2016 school year, Principal and Assistant Principal will provide targeted intervention through a variety of professional learning and academic intervention opportunities including Tier 2 and Tier 3 interventions, emphasis on Reciprocal Reading, and establishing protocols/norms for teacher teams to support improved student achievement. ( 4.2, 1.2, 3.1 )</p> <p>Teachers, Assistant Principal, and Principal will collaborate to analyze quantitative and qualitative student data, quarterly and weekly, and will adjust lessons and unit maps based on their data findings. Teacher leaders and content leads will also provide professional development on questioning, lesson planning, and other instructional practices with an emphasis on the teaching strategies outlined in Teach Like a Champion .</p>	<p>Teachers</p>	<p>On a quarterly basis and during weekly teacher team meetings, teachers, Assistant Principal and content / grade teacher leads will evaluate how teachers look at student work (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps. Coaches and curriculum team will evaluate professional development on questioning, lesson planning, etc.</p>	<p>Principal and Assistant Principal will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal Reading and establishing teacher team and meeting norms.</p>
<p>Throughout the 2015-2016 school year, teachers collaborate to ensure that the level of rigor of questions and student tasks within lessons and units are extended to allow all students to engage in higher-order thinking aligned to Webb’s Depth of Knowledge (DOK), the Cognitive Rigor Matrix, and the Danielson Framework. ( 4.2, 1.2, 3.1 )</p>	<p>Teachers</p>	<p>On a monthly basis, evaluate teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning are deepened (DOK, Cognitive Rigor Matrix, Danielson).</p>	<p>Teachers will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).</p>

<p>Professional development activities including workshops, and inter-visitations will provide teachers with the tools needed to: ( 4.2, 1.2, 3.1)</p> <ul style="list-style-type: none"> <li>• Develop higher order questions</li> <li>• Prompt student discussions in class</li> <li>• Create differentiated lessons with multiple entry points and interventions for ELLs and SWDs</li> <li>• Utilize data to make adjustments to lessons from Codex and CMP3.</li> <li>• Utilize formative assessments to form flexible groups based on student needs.</li> <li>• Develop student Learning Centers</li> <li>• Implement guided reading lessons to small groups</li> <li>• Develop rubrics across all grades and disciplines to evaluate student work.</li> <li>• Implement Reciprocal Teaching strategies to students across all grades</li> </ul>	<p>APs, teachers and Teacher Assistants</p>	<p>On a quarterly basis and during weekly teacher team meetings, teachers, Assistant Principal and content / grade teacher leads will evaluate how teachers look at student work (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps. Coaches and curriculum team will evaluate professional development on questioning, lesson planning, etc.</p>	<p>Teachers, Assistant Principal and teacher leads will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning, lesson planning, etc.</p>
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> <li>1. Common Planning Periods and weekly one to one meetings between staff and administration</li> <li>2. Detailed administrative schedule to support observations</li> <li>3. Summer Professional Development sessions</li> </ol>

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

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

#### **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

**Timeline:**

- During the 2015-2016 school year, School Principal and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction.
- During the 2015-2016 school year, Principal and Assistant Principal will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal Reading and establishing teacher team and meeting norms.
- Throughout the 2015-2016 school year, teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
- During the 2015-2016 school year, On a quarterly basis and during weekly teacher team meetings, teachers, AP and Instructional Coaches will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in Teach Like a Champion .
- During the 2015-2016 school year, the principal, school's programmer and Assistant Principal will provide time/schedule to conduct intra-visitations.
- During the 2015-2016 school year, principal, school's programmer and Assistant Principal will provide time/schedule to conduct inter-visitations with other schools to share best practices and provide professional development on practical strategies for ELLs and students with disabilities.
- During the 2015-2016 school year, administration will make use of Advance to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework.
- During the 2015-2016 school year, the school leader will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, and Common Core Task planning.
- During the 2015-2016 school year, school curriculum team will conduct 'Aim and Question Walks' while monitoring progress through the school's tracking tool and will monitor teacher progress through the use of Teachscape and ADVANCE.

**Part 5b. In February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	⊖
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	⊖
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	⊖
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	⊖
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p><b>Quality Review Findings :</b> School leaders have begun to utilize protocols to collect and analyze data. Activities used to examine and improve student outcomes include, collecting data, conducting teacher observations, analyzing student assessment data and providing targeted professional development. School leaders have not developed systems to ensure consistent use of data to improve practice and achieve goals. Evidence-based systems to examine and improve individual and school-wide practices are in the developing</p> <p><b>Strengths:</b></p> <p>This school year we employ common assessments, including the New York City Performance Assessments aligned to MOSL, Code X unit assessments, Cash for Mathematics as well as collaboratively developed science and social studies unit exams. The school-wide grading policy fosters coherence across subjects and grade levels. Achieve 3000, LightSail, and Word Generation programs have imbedded formative assessments, which further inform teachers of student progress. Teacher-Ease allows students, parents and teachers to be informed as to areas of students’ strengths and weakness. Common rubrics collaboratively created by the AUSSIE consultant and instructional leads are utilized in all core subjects. Teacher teams review student work both at department and grade meetings. Actionable feedback to students is evidenced in student work displays and content-level exams. Although teacher teams review student work, the common school-wide literacy rubric applied does not provide for a precise portrait of student mastery across all subject areas and the vast majority of classrooms, consequently, accelerated student progress and achievement for all learners is stunted.</p>		

Across classrooms teachers use formative assessments including the 'Do Now' practice to address previous work. This year there is added attention to deepening student reflection as evidenced in bulletin board displays, student worksheet summaries and project reports. However, across the vast majority of classrooms, varied checks for understanding are not clearly and systematically implemented. Additionally, although exit slips are evidently used in classrooms insufficient time is allotted for students to self-assess during the lesson, which prevents diverse learners from understanding specific next-steps to achieve mastery and accelerate their performance level.

**Needs improvement:**

The following recommendation was taken from the 2014 Quality Review:

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

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will develop a school-wide data collection system and dissemination structure so that will result in a 10% increase of teachers that move their overall rating from Developing to Effective.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></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? (include school, educational consultants and/or CBO staff)</i></p>
<p>In September 2015, the principal will align budgetary sources to purchase hardware: SmartBoards, iPads, iMacs, Mac books, Lightsail, BrainPop, i-Ready Math/ELA, Rosetta Stone, and myON Reader. ( 1.3, 5.1,4.1)</p> <p>Provide a one-week summer professional development series that incorporates development and use of Mater Data Spreadsheet and DropBox files for all teachers.</p>	<p>Admin Teachers TA's</p>	<p>Monthly budget meetings will take place with budget personnel to implement the hardware plan of action.</p>	<p>Principal</p>

1. Align budgetary resources to purchase a school-wide subscription to the DropBox system.

Align budgetary resources to purchase an iPad for every teacher school-wide with the expectation that both DropBox and Master Data Spreadsheet information is available at all times on this iPad during content, grade and school-wide meetings.

Establish content leaders and grade team leads to organize and disseminate school-wide data utilized in our Master Data Spreadsheet and DropBox files.

Utilize the NTC - Mentoring program to support teacher development and evaluation coaching

The support from the Teacher Development and Evaluation Coach -TDEC - should be included.in this action plan

Collect and share monthly printouts of Master Data spreadsheet to monitor input of all pertinent data.

Utilize weekly common planning periods among teachers, coaches and administration to develop a clear vision of DropBox and Master Data Spreadsheet planning and implementation activities.

Implement a quarterly review of DropBox and

Master Data Spreadsheet use to inform planning of instruction and assessments for increased achievement and proficiency.			
During the 2015-2016 school year, the principal will align budgetary sources to create Book Clubs, Regents Prep program, Specialized High-School test prep, after-school classes, and Saturday and morning programs with funding for per-session for supervisors and teachers . ( 1.3, 5.1,4.1)	Admin Teachers TA's	Beginning September 2015, the school will make budgetary moves necessary to support the afterschool programs	Principal
In September 2015, the principal will align budgetary sources to implement professional learning opportunities. ( 1.3, 5.1,4.1)	Teaching staff	Monthly budget meetings will take place with budget personnel to implement PL opportunities	Principal
On a quarterly basis the administration will host feedback sessions to evaluate status of programs and resources. ( 1.3, 5.1,4.1)	Admin Teachers TA's		Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Budget meetings will take place with budget personnel to implement the hardware plan of action.											
2. Budget meetings will take place with budget personnel to implement the software plan of action.											
3. Budget meetings will take place with budget personnel and Assistant Principal to implement the various after-school programs.											
4. Budget meetings will take place with budget personnel to implement Professional Learning Opportunities to support teacher pedagogy.											
5. Principal, Assistant Principal and teacher leaders will meet on monthly basis to assess impact of the afterschool programs as well as software/hardware/library resources.											
6. Principal and Assistant Principal will sit in on teacher teams to assess the teachers’ practices with regard to analyzing data.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By the end of the 2015-2016 year, all classrooms will have Promethean Boards, iPads and targeted software.
- By the end of the 2015-2016 year, all staff will have access to Brain Pop, I-Ready Math/ELA, Achieve 3000, LightSail, MYon Reader.
- By the end of the 2015-2016 year, all students will have been offered opportunities Book Clubs, Specialized High-School test prep, After-school classes, and Saturday and morning programs.
- By the end of the 2015-2016 year, all staff and students will have access to new guided reading libraries and classroom libraries.
- By the end of each quarter, administration will evaluate the impact of all the programs and resources.
- By the end of each quarter, administration will evaluate the impact of the teacher team initiatives as well as the Professional Learning opportunities.
- During each teacher’s quarterly conference the teachers will provide feedback as to which professional learning opportunities were most useful and which professional learning opportunities they would like to receive during the next quarter. This feedback will support the Professional Learning Committee’s professional development plan and will involve teachers.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> and <u>I</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p><b><u>Strengths:</u></b></p> <p>Emolior Academy ensures all stakeholders are unified in providing a safe and nurturing environment through the integration of effective and research-based programs that promote academic and personal growth for all students and adults. There exists an unwavering emphasis on maintaining a positive school culture that supports the school’s theory of action. The school leaders and staff believe that if the school maintains a safe, inclusive and nurturing environment then accelerated student and adult learning can thrive. Currently used programs at the school were selected based on the identified needs of the school stakeholders using analysis of school data. Team building strategies introduced to staff also resulted in staff moving from collegial to collaborative teams, strengthening their ability to plan together effectively and to share ideas and resources. When interviewed, teachers and students stated how much they appreciate the principal’s daily ‘hands-on’ approach and family-style leadership. “We love our school” and “proudly wear our uniform” was a common response by students. Student government meets weekly to discuss issues and participates in helping to make school decisions. For example, students promoted a fund raising activity for Breast Cancer, which was co-led by a teacher and the SG. All teachers have been selected for specialized professional development in content areas other than their licensed areas to promote and extend their vision and growth. These endeavors and practices engage all members of the learning community and enable a school climate that is inclusive to all.</p> <p>Our school has clear structures and systems to provide an inclusive school culture. Each student is known well, as evidenced by the principal addressing students by name when visiting classes and when walking through the hallways. The use of a student identification card system has been integrated into the school and a school wide e-mail system, in</p>		

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

**Needs improvement:**

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

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

In connection with the Quality Review:

It is recommended that the school effectively plan to communicate with community stakeholders in multiple languages. Families must have access to information regarding student's progress in multiple languages so they can monitor student progress, understand and support student's progress towards academic benchmarks and goal achievement. The school does not provide PD for the entire staff related to developing and maintaining partnerships with families and the community. The school should provide professional development opportunities for all staff on topics related to developing and maintaining partnerships with families and the community. Communication to all families should be in appropriate languages to ensure that families and the community play a larger role in promoting academic and social and emotional developmental health.

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will increase the percentage of parents utilizing the Teacher Ease online grading system and mobile application by 6%. The increase in parent login and usage will increase from 44% (last year's total) to 50% (this years anticipated result) and will be measured by the amount of logins recorded by year's end.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Throughout the 2015-2016 school year, the principal and various staff members will conduct staff trainings on the use of Teacherease.com mobile application and provide literature and letters to parents explaining the rationale behind the program . (</p> <p>(3.1, 3.4)</p>	<p>Teachers, parents, students</p>	<p>On a monthly basis, the principal and various staff members will conduct staff trainings. .</p>	<p>Principal and various staff members will conduct staff trainings on the use of Teacherease.com and wikispaces.com and provide literature and letters to parents explaining the rationale behind the program.</p>

Throughout the 2015-2016 school year, Administration, teachers, parent coordinator and guidance counselor will work with parents to enroll in the Emolior Academy email system, Teacher Ease account system and personalized Application account system.

The Guidance counselor and Parent Coordinator will design training modules and host monthly information sessions with parents and students regarding information, enrollment and support of afterschool enrichment programs. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

Ensure monthly parent notices and correspondences are communicated in a timely manner.

Adoption of a monthly parent/ guardian bulletin entitled EAP (Emolior Academy Publication) to highlight Afterschool enrichment topics.

Utilization of 2 yearly open houses for all current and prospective students / families to receive information about afterschool enrichment programs.

Implementation of 2 yearly parent / guardian and student surveys centered on

<p>assessing the views, needs and feedback of student and families involved in afterschool enrichment programs.</p> <p>Establish link with at least 1 CBO that will provide parents / guardians with essential services as well as support Emolior Academy’s family outreach initiative (SOBRO Organization).</p>			
<p>Throughout the 2015-2016 school year, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principal, Deans and Parent Coordinator.</p>	<p>Teachers, parents, students</p>	<p>On a monthly basis, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principal, Deans and Parent Coordinator</p>	<p>School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principal, Deans and Parent Coordinator.</p>
<p>On a quarterly basis, the school’s administrators will monitor the use of TeacherEase, mobile application and School Messenger. (</p> <p>3.4</p> <p>)</p>	<p>Teachers, parents, students</p>	<p>On a monthly basis, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principal, Deans and Parent Coordinator</p>	<p>Administration will monitor the use of TeacherEase, mobile application and School Messenger.</p>
<p>Throughout the 2015-2016 school-year, the principal will coordinate with teachers; parent submission of emails to Teacherease program as well as work with the Parent Coordinator to conduct parent technology nights to promote online communication program. (</p> <p>3.4</p> <p>)</p>	<p>Teachers, parents, students</p>	<p>On a monthly basis, the principal will coordinate with Homeroom teachers; parent submission of emails to Teacherease program as well as work with the Parent Coordinator to provide parent technology nights to promote an online communication program.</p>	<p>Principal will coordinate with homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator will conduct parent technology nights to promote online communication program</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Targets:**

- Quarterly targets will be set to evaluate and monitor how often parents are using the Emolior App, Teacherease, and School Messenger.
- Twice a month check the usage of teacher, student and parent use of the programs.
- Look at monthly attendance of parent/guardian evening activities.
- Analyze the student participants in the school-wide incentive evening activities.

**Timeline:**

- On a monthly basis, the principal and various staff members will conduct staff trainings on the use of Teacherease.com and mobile application as well as provide literature and letters to parents explaining the rationale behind the program.

- On a monthly basis, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principal, Deans and Parent Coordinator.
- On a quarterly basis, school administrators will monitor the use of TeacherEase and School Messenger.
- On a monthly basis, the principal will coordinate with teachers, parents/guardians, and the Parent Coordinator to conduct parent/guardian technology nights to promote an online communication program.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> <li>- SBST referral,</li> <li>- Teacher referral,</li> <li>- Dean referral, parent request,</li> <li>- AP referral,</li> <li>- Principal referral,</li> <li>- agency referral</li> <li>- Attendance Records (ATS)</li> <li>- OORS reports</li> <li>- Common Assessments</li> <li>- Parental input</li> <li>- Student Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Cabinet team</li> <li>• Crisis intervention team</li> <li>• RTI</li> <li>• 504 Accommodation Referrals</li> <li>Small group guidance</li> <li>Whole class intervention w/ guidance team</li> </ul>	<p>In school and after school counseling is available in a group and individual setting. Target scholars who are undergoing similar behavioral and academic challenges. Outside counseling referrals are provided for those found to be in need of additional services.</p> <p>Services provided include: conflict resolution, crisis intervention, family support services, and referrals to community-based organizations along with classroom management support to teachers.</p> <p>One on one conferencing</p> <p>Anti-bullying Initiative</p>	<p>Pull out, push in services</p> <p>Before, during and after school conferencing</p>
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## 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 section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

- Teacher recruitment through DOE screening process

**2b. High Quality and Ongoing Professional Development**

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

N/A

**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/information, 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.

We selected default for our Measures of Student Learning. MOSL committees were selected to choose the local MOSL assessments, target population, and measures. Teachers received professional development resources from school leaders shared by the district using rubrics for NYC performance assessments. Professional development is provided on how to use SchoolNet data from utilized assessments.

**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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	254,400.00	X	13,14,15,16- 18,19,20,21-  24,25,26,27-  29,30,31-  33,34,35,36
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal		X	13,14,15,16- 18,19,20,21-  24,25,26,27-  29,30,31-  33,34,35,36
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,679,519.00	X	13,14,15,16- 18,19,20,21-  24,25,26,27-  29,30,31-  33,34,35,36

**<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:

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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**Emolior Academy 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. **[Emolior Academy]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Emolior Academy]** will support parents and families of Title I students by:

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

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

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

**Emolior Academy** will further encourage school-level parental involvement by:

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

### **Emolior Academy School-Parent Compact (SPC)**

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

#### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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: <u>Emolior Academy</u>	DBN: <u>12X383</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>43</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>0</u> <u>1</u>
# of certified ESL/Bilingual teachers: <u>0</u> <u>1</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Supplemental Direct Instruction

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

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

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

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

We have initiated a weekly Reciprocal Reading program session for students with less than 3 years in the country. These students have been selected to receive instruction in their Native Language (Spanish) to access Social Studies Curriculum. The goal is to ensure optimal learning while focusing on the development of the content and academic language needed for the student to properly navigate the learning at grade level. Reciprocal Reading and/or Collaborative Strategic Reading will be utilized to promote academic discussion and rigorous learning engagement. There is a weekly articulation with the 6th grade Social Studies teacher to align curriculum pacing and unit objectives with our Afterschool program. Students are from Ecuador, Peru, and The Dominican Republic.

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

## Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

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

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

## Part C: Professional Development

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

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

Begin description here: Professional Development

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

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

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

\* October 03rd: Collaborative Strategic Reading (CSR): Research Based Approach to Reading

Comprehension (Grades 6 – 10) provided by DELLSS

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

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

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

## Part C: Professional Development

### Unit

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

Additionally, the ESL teacher will turnkey professional development opportunities for all teachers that work with ELLs. Because all of our teachers at Emolior Academy teach ELL students, the professional development plan is as follows:

\* September: "Quick and Concrete Support for ELLs" provided by Ms. Torres and Mr. Scaramuzzo, ELA teachers

\* October: "Newcomer's Differentiated Instruction" provided by Imagine Learning, Inc.

\* November: "Language Access in the schools: Resources and Protocols" provided by Ms. Monteza, ESL teacher

\* December: "Stages of Second Language Acquisition" provided by Ms. Ms. Monteza, ESL teacher

\* January: "Creating an RTI Model for ELLs' Academic Success" provided by Ms. Monteza, ESL teacher/ Ms. Scaramuzzo, ELA teacher

\* February: "Co-teaching Models for ELLs at Emolior Academy" provided by Ms. Monteza, ESL teacher/Mr. Dorrance, Special Ed. teacher

\* March: "NYSESLAT: Overview and Components" provided by Monteza, ESL teacher

## Part D: Parental Engagement Activities

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

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

Begin description here: Parent Involvement

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

Topic 1: Open School Night

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

Date: September 18, 2014

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

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

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

## Part D: Parental Engagement Activities

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

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

Date: January 26, 2015

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

Name of Provider: Ms. Monteza, ESL teacher

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

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

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

Date: June 10, 2015

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

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

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

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

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

### Topic 1: High School Application Distribution Meeting

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

Date: October 24, 2014

Time: 6:00 pm

Name of Provider: Miosotis Cruz, Bilingual Guidance Counselor

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

### Topic 2: 1st Annual EA High School Fair

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

Date: November 6, 2014

Time: 5:30 pm

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

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

### Topic 3: New World High School Information Session

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

Date: November 6, 2014

### Part D: Parental Engagement Activities

Time: 2:35 pm

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

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

-  
Topic: After-school high school admissions counseling

Rationale: Assist parents in navigating the high school admissions process

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

Time: 2:35 pm - 5:00 pm

Name of Provider: Miosotis Cruz, Bilingual Guidance Counselor

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

-  
Topic: Borough Wide High School Fair

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

Date: October 18, 2014

Time: 9: 30 am - 3:00 pm

Name of Provider: Miosotis Cruz, Bilingual Guidance Counselor

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

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

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

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

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
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>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Derick Spaulding</b>	Assistant Principal <b>Denise Scottel-Castañer</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Isis Monteza</b>	School Counselor <b>Miosotis Cruz</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Sheila Owens</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Rafaela Espinal- Pacheco</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

### D. Student Demographics

Total number of students in school (excluding pre-K)	246	Total number of ELLs	48	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	48	<b>Newcomers</b> (ELLs receiving service 0-3 years)	24	<b>ELL Students with Disabilities</b>	19
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	15	<b>Long-Term</b> (ELLs receiving service 7 or more years)	9

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	24	0	2	15	0	9	9	0	8	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

Freestanding English as a New 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							12	16	12					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2		2					0
Haitian														0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Twi Americ							2	1						0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							5	7	8					0
<b>Emerging</b> (Low Intermediate)							1	2	3					0
<b>Transitioning</b> (High Intermediate)							1	2	2					0
<b>Expanding</b> (Advanced)							9	6	2					0
<b>Commanding</b> (Proficient)							2	0	6					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							2	2	9					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14				0
7	10	2			0
8	4				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	10	5							0
7	7	3	5		1				0
8	4	1							0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our School uses the DRP assessment system to measure the reading levels of all students in our building. We administer this assessment three times annually. Those students that score below their grade level reading scale are administered the Fountas and Pinnell assessment tool to assess the literacy skills of our ELLs from 6th to 8th grade. The DRP and Fountas and Pinnell assessments assess student reading achievement in reading engagement, oral reading fluency, and comprehension. They provide information to identify student's independent reading levels and the next steps to take to help scholars improve their reading skills. On last years final DRP assessment, Our ELL's as an entire school made the most significant gain of all measured student populations, outgaining the nearest population by double the growth measure.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Most of our ELL students are at the intermediate or advance level of language proficiency. In our analysis of the four modalities we found that students performed well on the listening and speaking components across all the levels. Their performance level on the reading and writing portion of the test showed areas of concern. The data indicates a need to ensure that our ELL's are provided multiple opportunities to grow their language development in all areas. In our Freestanding ENL Program, teachers of all subjects will use ENL methodologies to ensure optimal learning while focusing on the development of the academic language needed for the student to properly navigate the learning. Writing must become an integral part in all subjects in order to promote proficiency and English language competency. Our ENL and our ELA teachers must focus their efforts on providing reading, writing, speaking, and listening lessons that are supportive, differentiated, and rigorous.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The school analyses the Annual Measurable Achievement Objectives (AMAOs) for limited English proficient (LEP) students to determine: 1) annual increases in the number or percentage of LEP students making progress in learning English ; 2) annual increases in the number or percentage of LEP students attaining English language proficiency ; and 3) making Adequate Yearly Progress (AYP) in English language arts and mathematics for LEP students under Title I.

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

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

The patterns of ELL proficiency is most evident in our school-wide reading assessment, DRP. 2014-2015 data suggests that ELLs overall from grades 6-8 are moving at a pace faster than any other subgroup that is tracked in our school. The average DRP gain for one year is three DRP units, which is equivalent to a years worth of growth. On average, ELL students as a whole measured 7 DRP units. This trend matched our State Testing results in which ELL's made the most progress of all subgroups tracked by city and state.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

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

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

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

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

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

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

Ms. Monteza, the ELL Coordinator evaluates the NYSESLAT annual results and identifies the Annual Measurable Achievement Objectives(AMAOs) to measure and report on progress toward and attainment of English proficiency and academic achievement standards of our ELLs. The findings are reported back to the School Leadership Team and Content area teachers. Recommendations are made in order to improve the effectiveness of our ENL program and ELL experience at Emolior Academy which aims to provide educational opportunities that will enable the ELL to be an independent learner, successful in the classroom, and a productive member

of society. Additionally, measures taken from the Annual City Report Card system helps to provide an overview of how our ENL program is progressing in comparison to our peer schools and all city schools combined.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
Upon entering Emolior Academy, all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by Ms. Monteza, the licensed ELL Coordinator. Parents or guardians complete the HLIS with the assistance of the ELL Coordinator who is fluent in English and Spanish. Upon completion of the Home Language Identification Survey, (HLIS) in the parent’s preferred language and based on the responses and an informal interview (conducted with assistance from a translator if necessary for languages other than Spanish), the ELL coordinator determines whether the student is eligible to be tested with the NYSITELL and the Spanish LAB. If the student is eligible he/she is tested within 10 days of arrival. The NYSITELL and Spanish LAB is conducted by the ELL Coordinator who speaks English and Spanish. Students who perform below proficiency on the LAB-R are entitled to English language services. If the student is a native Spanish speaker, the Spanish LAB will be administered as well. The final assessment to be administered is the New York State as a Second Language Achievement Test (NYSESLAT). This assessment is given in the spring and will determine whether or not the student will continue to receive ELL services. The Test Coordinator and ELL teacher work together to develop a NYSESLAT schedule and administration plan in which specific dates are assigned at the school during the provided DOE time frame window in April/May to ensure the four components of NYSESLAT (speaking/listening and reading/writing) are administered. ELLs receive the appropriate accommodations on all state tests and classroom assessments. Annually, a NYSITELL/ NYSESLAT Exam History Report or RLAT is retrieved from the ATS to determine NYSESLAT eligibility. Ms. Monteza, the ENL teacher analyzes NYSESLAT data in the fall to determine placement and programming, and communicates LEP status to students and their families.  
An entitlement letter is sent home by the ELL Coordinator during the first two weeks of school in September explaining the three program choices (Transitional Bilingual, Dual Language, Freestanding ENL). This letter is distributed to each parent/guardian in both English and their home language. This letter must be returned by the first of October. If the letter is not returned by the specific time allocated, a follow-up letter is sent home and a call is made to the parent/guardian. A translator will be used if needed to ensure the importance of the information is conveyed and that the letter is returned. The original copy of this letter is placed in the students’ files. A copy of this letter is placed in the ELL Compliance Binder.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Ms. Monteza, the ELL Coordinator administers the oral interview questionnaire. Also, for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish, Ms. Monteza administers the Literacy Evaluation for Newcomer SIFE. The assessment results are shared with general education teachers during grade meetings. Questions and concerns are answered regarding instructional implications and resources to be utilized with SIFE students.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
The Language Proficiency Team (LPT) determines whether a student entering school with IEPs (from within the United States) should take the NYSITELL. The LPT is minimally comprised of a school/district administrator, a certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages, the director of special education or individual in a comparable title(or his or her designee) and the student's parent or guardian. In addition, a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Within five school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents’ preferred language). Ms. Monteza, the ELL Coordinator distributes the entitlement letter and non-entitlement letter according to the NYSITELL results. Also, Ms. Monteza places a copy of the letter in the student's cumulative folder and keeps a copy in the ELL compliance binder as well.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The ELL Coordinator will provide the standard parent notification letter in the parent's language stating that if the parent feels that the child's status should be reviewed or assessed to contact the ELL Coordinator within 45 days of the child's enrollment to further discuss this matter.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

During an Emolior academy scheduled parent orientation meeting in September and subsequent parent / teacher conferences, Ms. Monteza, the ELL Coordinator meets with parents of ELLs to distribute and collect Parent Survey and Program Selection forms, and to build relationships with the families of our ELLs. The ELL Coordinator schedules parent orientation sessions at times convenient for the parent(s) to maximize attendance. The ELL Coordinator conducts the parent orientation meeting and presents all three programs available in NYC public schools regardless of the program(s) currently available at the school. Additionally, parents / guardians view the video in their preferred language: The Parent Connection—an Orientation for Parents of Newly Enrolled English Language Learners. Parent/Guardians are provided with the Guide for Parents of English Language Learners, an informative brochure which details pertinent information regarding ELL's. The brochures are given out in the different languages that are available. Parents/Guardians are provided an opportunity to ask questions and gain clarification about meeting the needs of their child. The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL, and ENL). The ELL Coordinator informs parents of the regulation that schools must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in grades K to 8. At this time Emolior Academy offers a free standing ENL program. Parents have the option to place their child in this program within 10 days based on their understanding of this program and the needs of their child. If the parent chooses a Transitional Bilingual program or a Dual Language program that is not available currently at the school, the parent may transfer the child to another school in the district that has such a program (pending seat availability).

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Ms. Monteza, the ELL Coordinator collects and reviews each Parent Survey and Program Selection Form for accuracy and signature. The Parent Survey and Program Selection Form are filed in the ELL Compliance binder by the ELL Coordinator. The ELL Coordinator keeps track of ELL Parent Choice by utilizing the ELPC screen from ATS. In the event, that a TBE/DL program becomes available at the school, parents who previously chose a TBE/DL will be notified in writing in English and Spanish. Phone calls to outreach parents will be made by the ELL coordinator and the Bilingual Guidance Counselor. A Parent orientation meeting will be conducted by the ELL coordinator and the School Principal to introduce the TBE/DL program, structure, goals, and expectation at the school and to clarify concerns from parents.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Ms. Monteza, the ELL Coordinator calls the parents to meet in person and helps them out with questions to fill out the Parent Survey and Program Selection forms. The ELL Coordinator makes sure that parents understand their options and secure their signatures.

9. Describe how your school ensures that placement parent notification letters are distributed.

Ms. Monteza, the ELL Coordinator, sends home placement parent notifications letters after reviewing the NYSITELL results and the parent's program selection for student eligibility.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Letters are collected with parents' signatures and filed in student's cumulative folder by the ELL Coordinator. Also, Ms. Monteza places a copy of the letter in the ELL compliance binder as well. .

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

After receiving the testing materials (manuals, student booklets, CD's and scantrons) Ms. Monteza, the ELL Coordinator plans the administration schedule and Mrs. Scottel- Castañer, the A.P and Testing Coordinator plans for the locations within the determined timeframe to administer all sections of the NYSESLAT to all ELLs. E-mails are sent in advance to all staff to notify them about the testing schedule, and a hard copy is placed in their mailboxes. In addition, the ELL Coordinator takes care of preparation of test locations for assessment administration, makes arrangements for additional proctors, and follows procedures for returning assessment materials. . Make- up testing is allowed for students who were absent in the first round. The testing planning is monitored by the School Testing Coordinator.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Ms. Monteza, the ELL Coordinator after reviewing the ATS RLAT report for NYSESLAT eligibility, sends home letters of Continued Entitlement for those students who are still receiving ENL services for the current school year, and transitional support parent notification letters for students who tested out the NYSESLAT the last spring. Letters are collected with parents' signatures and filed in

the ELL Compliance Binder by the ELL Coordinator. Letters are sent in English and Spanish or any other home language that the ELL family speaks as per Home Language Identification Survey.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parents of ELLs from Bangladesh, Yemen, Ethiopia, and Ghana consistently select the Free Standing ENL program throughout the years. Spanish-speaking parents of ELLs select 50% of the time Transitional Bilingual programs and 50% the Dual language program. Currently, there are 11 Spanish-speaking students from 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade whose parents chose Transitional Bilingual Program or Dual Language program.

At this time Emolior Academy offers a free standing ENL program only.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

There are currently 48 ELL students enrolled at Emolior Academy. Students are at the Expanding, transitioning, emerging, and entering levels of English proficiency according to the NYSESLAT and/NYSITELL. The Instructional Program for ELLs is a Stand-alone ENL model and/or Integrated ENL model administered by a full-time, certified ENL teacher. They are grouped

by grade, in a Heterogeneous Block model, meaning the mixed proficiency levels class travels together as a group. ELLs receive the mandated number of minutes per week (360 for Entering and emerging levels; 180 for Transitioning and Expanding; and 90 minutes for Commanding level). The ENL teacher provides Spanish NLA to support instruction when is needed. During Grade Tiered Intervention, entering and emerging ELLs are pulled-out in small groups to receive direct instruction around fluency, grammar, vocabulary, writing skills, and/or reading comprehension. Writing is the primary focus for most English Language Learners at Emolior Academy, as this is the area that scholars generally score the lowest on the NYSESLAT. Commanding, expanding and transitioning ELLs work within the Integrated ENL model with Social Studies or Science to focus on current topics delivered during regular class, providing opportunities for the ELLs to interact with English proficient students. The ENL teacher, in collaboration with the Content area teacher, sets writing goals for each scholar and provides periodic feedback and writing instruction to push each scholar towards grade level proficiency in this area. The ENL instructor frequently meets with all teachers during our all school common planning periods as well as after school to map a plan of action on how to implement best practice strategies for the ELL students in their classrooms.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We currently have one ENL teacher who directly supports ELA and Literacy for 48 ELL students. However, content area support is given by the ENL teacher in congruence of what the content area teacher is working on during an specific unit. The ENL teacher who is fluent in English and Spanish gives native language support to Spanish-speaking LEP students when working on

problem-based content area projects assigned by the content area teacher. The ENL teacher articulates with the Science, Social Studies, and Math Department teachers from 6-8 grade during common planning periods to ensure activities are adjusted to our ELLs, to share strategies and best practices, and to choose content-related materials and resources that could better serve our ELLs' needs.

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

ELA:

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

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

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

Mathematics:

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

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

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

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

## Social Studies/ Science

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

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

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

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

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

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

Entering and Emerging ELLs receive direct instruction around fluency, grammar, vocabulary, writing skills, and/or reading comprehension through a stand-alone model. Writing is the primary focus for most English Language Learners at Emolior Academy, as this is the area that scholars generally score the lowest on the NYSESLAT. Transitioning and Expanding ELLs work within the Integrated ENL model to focus on current topics delivered during regular class focusing on the four modalities within any given lesson, providing opportunities for the ELLs to interact with English proficient students. The ENL teacher, in collaboration with the Content Area teacher, sets academic goals for each scholar and provides periodic feedback and targeted instruction to push each scholar towards grade level proficiency in this area. The ENL instructor frequently meets with all teachers during our all school common planning periods as well as after school to map a plan of action on how to implement best practice strategies for the ELL students in their classrooms.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

We do not have SIFE students at the moment.

b. For ELLs in US schools less than three years, Ms. Monteza, ENL teacher provides everyday small group instruction where instructional strategies are delivered for accelerated literacy development and for the integration of language and content. There is an ENL Resource Center with leveled materials and guided reading book sets to support vocabulary development, phonics, decoding skills, and reading strategies. In addition, our Spanish teacher provides language development support for newcomers with less than a year in US schools. We currently have 24 newcomers.

c. We have 15 ELLs receiving service 4-6 years. For this group of ELLs to succeed, they must master not only English vocabulary and grammar, but also the way English is used in core content classes. The ENL teacher uses the Sheltered Instruction Approach in which an ELL has to work with knowledge of English, knowledge of the content topic, and knowledge of how the tasks are to be accomplished to develop academy literacy.

d. There are 09 long-term LEPs at Emolior Academy. We tailored our push-in ENL program with these students' needs in mind. NYSESLAT data revealed that our scholars, by and large, score proficient in every area except Writing. Thus, there is a strong focus on writing, particularly expository pieces, in the ENL small group. The small group curriculum builds on LEPs' strengths by incorporating numerous collaborative activities and ensuring that scholars have a daily opportunity to utilize their strong listening and speaking skills. The teacher differentiates by learning style and interest to help engage scholars in the writing process. Lessons are scaffolded to build students' background knowledge and provide abundant models of expository writing.

e. Monitoring student growth with data tracking, instructional supports focused on continued ENL development and monitoring of these specific students within their heterogeneous instructional setting. Transitional support for ELL's reaching proficiency on

the NYSESLAT includes immersion in general education classrooms with additional scaffolding by general education teachers trained with ELL methodologies. Additional support is provided to Former ELL's for at least two years following the school year in which a student is exited from ELL status, to receive at least one half of one unit of study of ENL (90 minutes per week). Instructional programs are offered after school for FELL's in ELA and Math through The Common Core Success Academy. Transitional support for FELL's also includes testing accommodations on state exams, continued use of bilingual glossaries. Former ELL's are invited to Academic Intervention Service programs after school to prepare for state exams.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

There are nineteen ELL- SWDs at Emolior Academy in the 2015- 2016 school year. These students receive appropriate services according to their IEPs. ELL-SWDs receives Special Education Teacher Support Services (SETTS) at Emolior Academy specially designed to provide supplemental instruction to support the participation of the student with a disability in the general education classroom. In addition, we provide Speech Services (Speech/language therapy) designed to address deficits in an ELL student's auditory, processing, articulation, phonological skills, comprehension and use of semantics, syntax, pragmatics, voice production and fluency. The ENL teacher collaborates with a Special Educator who communicates IEP goals and progress and provides suggestions for differentiation. The ENL teacher coordinates scaffolding strategies and differentiation plans with the special education teacher to ensure that the information is comprehensible for all students. The school leadership team ensures that ELL-SWDs whose IEP mandates ESL instruction receive appropriate program by articulating with the SETTTS teacher, the Speech provider and the ENL teacher regarding services and by monitoring the Special Education Student Information System (SEIS).

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

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

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

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

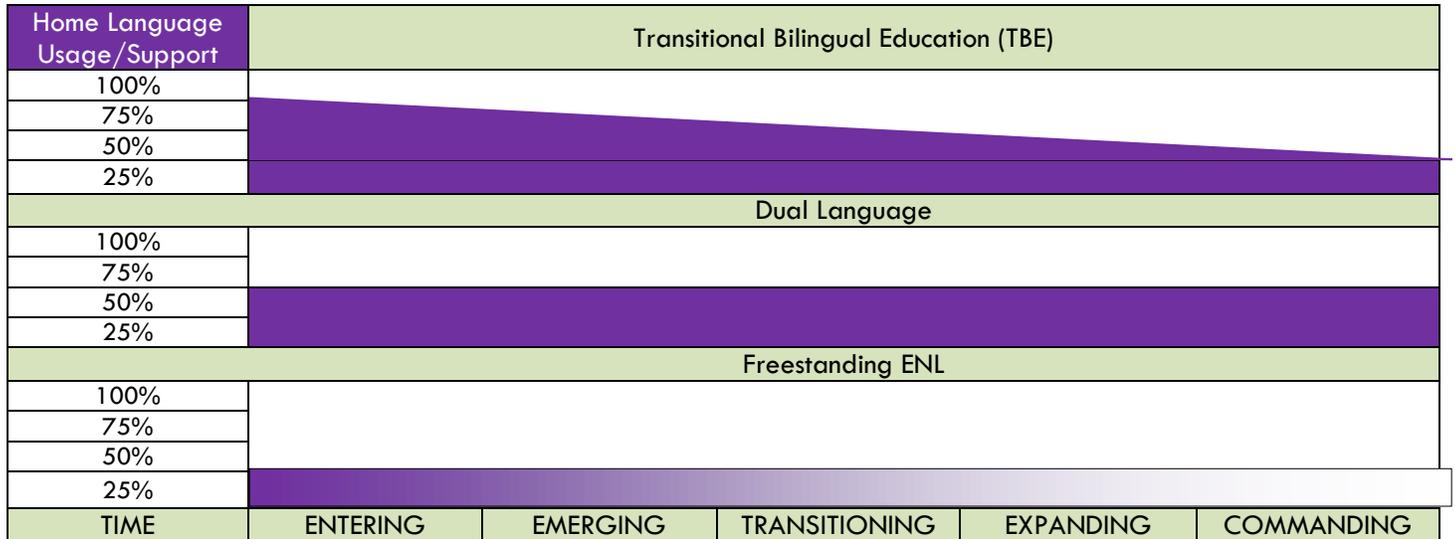


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention services for ELLs in ELA are offered to students scoring at beginning and low intermediate level in reading and writing to reinforce word recognition skills. Emolior offers the two following programs: 1) Wilson Reading System, a highly-structured remedial program that directly teaches the structure of the language to students who may require multisensory language instruction. 2) Imagine Learning, a web-based, supplementary curriculum for struggling readers in middle school to acquire/strengthen, apply, and generalize phonics rules for improved fluency and comprehension. Tiered Intervention (T.I) for Advanced ELL students in 7th grade is also offered. ELLs in 7th grade are exposed to Reciprocal Reading and Guided Reading models to increase academic vocabulary, build reading comprehension skills, and practice critical thinking.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Data from School Report card, DRP, baseline assessment and content review signal that our program is producing effective results. The school has implemented for the last three years a Tiered Intervention program (T.I) in which 6<sup>th</sup> and 7<sup>th</sup> grade students are grouped according to their reading proficiency level in small groups across the grade, one period a day, four days a week. Having the T.I. program allows for the Stand-alone ENL program to provide a better service because the students are not missing classwork from other subjects. Seeing the students four times a week throughout the year allows for the teaching- learning process to be consistent and beneficial for the students' academic needs.
12. What new programs or improvements will be considered for the upcoming school year? We will be implementing a vocabulary acquisition program in all grades called Word Generation. This program is common core aligned with a specific focus on ESL strategies, words and approaches. This program will also incorporate a weekly writing piece and debate that is delivered by all major contents and subject areas weekly.
- Additionally, We will institute an ESL translation device for each student in the building to assist with language, decoding and translation services in student native languages. Paste response to question here:
13. What programs/services for ELLs will be discontinued and why? None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Emolior Academy offers several afterschool and clubs activities: CBO SoBro afterschool program, Art club, Zumba club, Robotics, Girl Scouts, a series of Youth Workshops addressing teenagers concerns and issues, and School Sports like Basketball from 6-8. We also provide tutoring class before and afterschool in every subject and content area for every grade: Math, ELA, Science, Social Studies, Spanish and ESL. All ELLs are afforded equal access to all school programs. The CBO SoBRO provides a comprehensive afterschool program from Monday through Friday in which students are offered reading and math reinforcement, homework assistance, dance classes, field trips, cooking classes, etc.
- Ms. Monteza, the ELL Coordinator plans yearly a variety of support services utilizing Title III money to target ELL entering, emerging, and transitioning levels with the purpose of addressing their specific academic needs and with native language support. Reciprocal Reading, Achieve 3000 and News ELA are programs utilized to provide Common Core aligned curriculum for ELLs. Additionally, transitioning and expanding ELLs attend Saturday Academy with Ms. Monteza to get test sophistication ready for the NYSESLAT. Also, ELLs have access to regular tutoring in every subject area upon request. All the clubs, tutoring, and workshops post their flyers around the school, and a master calendar is school-wide distributed with dates, times, and teachers in charge of every activity.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. Media technology resources such as videos and audios (books on tape), will continue to be utilized. In addition, Emolior Academy has a Promethean Boards in every classroom. Promethean boards are interactive white boards that combine computers, overhead projectors, and televisions into one tool. Meaningful activities, videos, presentations, games, worksheets, notes, graphic organizers, etc. can all be displayed through these interactive white boards to support all ELL levels of proficiency. Also, ELLs have access to laptops, netbooks, mini Ipads and programs such as Word Generation, Achieve 3000 for long term and developing ELLs and Imagine Learning Language Development program for newcomers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Spanish native support is delivered in the Free Standing ENL program to entering and emerging and transitioning ELLs only by providing translated materials, explanations, and definitions of complex content material, to better utilize ELL's prior knowledge in their native language. Then, target vocabulary and language structure in English are emphasized through content objective and language objective planning and delivery to promote accelerated language development.

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

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

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Training is offered through the Department of English Language Learners and Student Support which offers technical support in the identification of ELL and other State mandates. Intensive training and on-going meetings for the ELL Coordinator and Compliance Liaisons are held periodically. Additionally, teachers will have the opportunity to attend ENL / ELL professional institutes and workshops such as the Quality Teaching for English Language Learners (QTTEL), sponsored by the DOE. This program will aid teachers with scaffolding strategies that facilitate the linguistic transition of ELL students. In addition, training and on-going technical assistance for school-based administrators and supervisors are strongly encouraged through opportunities developed by DELLS such as ELLs in the RTI Institute that provides instruction in core programs, assessment, interventions, building the school infrastructure, etc. ELA teachers receiving professional development on our Middle School Quality Initiative (MSQI) have been looking at how our work directly relates to and affects ELL students and that information is turnkey to all staff throughout the year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The ELL Coordinator attends several events sponsored by the DOE such as the "English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement" workshop, "Brain Research: keeping ELLs in Mind" K-12 Literacy Conference, From Theory to Practice: English Language Learners and the Common Core Standards, Professional Development on Language workshops, etc. to keep abreast with the latest trends in ELL education and offer the best service to our ELL population at Emolior Academy. Then, The ELL Coordinator provides in-house professional development to all staff (subject area teachers, secretaries, parent coordinator, etc) stages of second language acquisition and learning and metacognitive strategies to differentiate instruction for ELLs. Chancellor's P.D. dates and our Mondays Common planning are going to be utilized for this purpose.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our Bilingual Guidance Counselor and ELL Coordinator work together to provide orientation to ELL scholars and families for High School Admission by attending supervised High School Fairs, translating for parents, and facilitating the requirement process for our ELLs as they transition from middle school to high school. The Bilingual Guidance Counselor speaks to parents as a group and individually in reference to what would be some suitable long-term choices for them and some ideas on how to assist their children as they become English proficient. Ms. Cruz, the Bilingual Guidance Counselor has a bilingual extension and is currently the liaison between Emolior Academy and the NYU High School Admission research study.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

In accordance to the collective bargain agreement, professional development is scheduled weekly on Mondays. A minimum of fifteen percent of these P.D. sessions will be devoted to specifically address the needs of English Language Learners. Professional development and training will be mostly facilitated in-house by Ms. Monteza, ELL Coordinator for all staff. Training is focused on language acquisition strategies to develop language, ENL methodologies, and differentiated instruction for ELL students. Every session has an agenda, an attendance sheet, and an evaluation form. Hand-outs will be provided and power point presentations are encouraged. The ELL Coordinator will keep all the forms in the ELL Professional Development binder. Additionally, Ms. Monteza, ELL Coordinator, will attend a minimum of fifty percent of the required professional development hours to focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Records are kept in the ELL Professional Development binder.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

All Content area teachers have scheduled a 40- minute period weekly in accordance with collective bargaining agreements to reach out to parents of ELLs to discuss their child's language development progress and needs. Interpretation and translation services are provided by our in house staff or requested to Ms. Monteza, Language Access Coordinator. These meetings are beyond the mandated parent orientation meeting and DOE-scheduled parent-teacher conference.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Records for annual individual meetings with ELL parents are kept using existing procedures such as in person meeting minutes and attendance signatures; phone call records, copies of letters sent home. All these records are placed in the Parent Outreach binder. These meetings and phone calls -pare conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Parent Coordinator notify parents of relevant school, CBO and city-wide workshops and events by email or fliers home. The information is given in English and Spanish. Parents and families of ELLs are invited and involved in many celebrations and events such as our Day of Thanks, College workshops, College visits, Open houses, Poetry Slam and other events. We continue to plan varied parent events that cater to the needs of the parents and families of our ELL population. In every event, we provide Spanish translation services
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Emolior Academy has partnered with SoBro (South Bronx Overall Economic Development Corporation) which provides afterschool support and programming for student as well as supporting resources for ELL parents such as Adult basic education and Career development.

The Learning Leaders Middle School Family Education Program provides specific support for parents. It is designed to empower them to effectively support their children's educational development through middel school years and beyond. Additionally, Ms. Owens, Parent Coordinator, works with the NYC Health Department to promote Farmer's Martket and Healthy nutrition. Also, several workshops for parents are offered throughout the year by the Urban Health Plan, Inc regarding online safety, stress management, Budget management, etc.

5. How do you evaluate the needs of the parents?  
The Parent Coordinator surveys parents formally at the beginning of the school year to evaluate their needs, and frequently assesses parents' needs and satisfaction throughout the year
6. How do your parental involvement activities address the needs of the parents?  
Our parental involvement activities address the needs of the parents by providing information about how the school system works and how to raise questions or concerns; giving families information and support to monitor their children's progress through TeacherEase and guide toward their goals, including high school and college. Teacherease is web-based gradebook communication software that allows teachers to simplify grades and communicate with parents. Parents of ELLs are better informed by checking assignments, grades, attendance, behavior, etc. over the internet. Parents of ELLs are able to support their child learning process by encouraging them to complete work, etc.  
Other activities that are conducted at Emolior Academy are the per grade "Greet and Meet Coffee House" where the parents have the opportunity to meet teachers, tour the school and the classroom, and ask questions regarding school culture and expectations. During Parent-Teacher Conferences and Distribution of Progress Reports, Spanish translation services are always available at Emolior Academy. The Bilingual Guidance Counselor, the Bilingual ESL Coordinator, and the Spanish Language Teacher are part of the translation services team.  
Additionally, the school secretary and the community associate are bilingual in English and Spanish, so they are able to provide assistance regarding registration, appointments, and school-related concerns in the main office to ELL parents.  
Another activity is the High School Admission Process informative meeting conducted by the Guidance Counselor where simultaneous interpretation is offered in Spanish by the ESL coordinator and or/ Spanish Language Teacher.

#### **D. Additional Information**

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

**Paste response here:**

School Name: **Emolior Academy**

School DBN: **12X383**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Derick Spaulding	Principal		9/1/15
Denise Scottel-Castañer	Assistant Principal		9/1/15
Sheila Owens	Parent Coordinator		9/1/15
Isis Monteza	ENL/Bilingual Teacher		9/1/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Miosotis Cruz	School Counselor		9/1/15
Rafaela Espinal- Pacheco	Superintendent		9/1/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **12X383**      School Name: **Emolior Academy**  
Superintendent: **Rafaela Espinal**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages for both written and oral communication at Emolior Academy are: Spanish, Arabic, Bengali, French and English.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Emolior Academy disseminates every year the following documents that requires translation: Emolior Academy Scholar Handbook, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade welcome packet, newsletters, parent-teacher conference announcements, after-school program information, New York States testing dates, entitlement letters and placement letters for ELLs, High school admission workshop announcement, Saturday Academy information, and letters from the principal.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings at Emolior Academy are the Open School Night in September, the four mandated parent-teacher conference according to the DOE calendar, IEP meetings throughout the year, the regular meetings with parents of ELLs, Discipline hearings, Behavior intervention meetings, Academic Intervention meetings, etc. Our Bilingual Guidance Counselor oversees the provision of interpretation services in Spanish for LEP parents.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All correspondence from Emolior Academy to families is sent both in English and Spanish translation. (Spanish is the only other primary language utilized by our students / families and will adjust according to the language needs of newly arriving students) All documents from the principal's desk are translated by our secretary who is a trained and certified Spanish translator. Also, our Bilingual Guidance Counselor translates in Spanish information regarding high school admission as well as our Language Access Coordinator who translates in Spanish information concerning parents of ELLs. We also utilize the D.O.E office of translation services for student recruitment documents as the need arrives. All translated documents will be maintained on our database for future utilization.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The school provides a professional development session facilitated by Ms. Monteza, Language Access Coordinator titled "Language Access in the Schools: Resources and Protocols" in which staff members are informed about how to use translation services and over-the-phone interpretation service. Staff members are provided with T&I Brochure and other resources.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Emolior Academy has in place near the primary entrance to the school on their way to the main office a Welcome Poster in each of the covered languages, indicating the availability of interpretation services. Also, Ms. Monteza, Language Access Coordinator has given the Language ID Guide to the school safety officer at the security desk on the first floor and a Language ID Guide to the pupil accounting secretary in the main office on the 3<sup>rd</sup> floor. During Parent-Teacher conferences, parent orientation meetings, and Open School nights will be given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Also, copies will be placed at the main office entrance. Emolior Academy will identify all dates and anticipated document translation needs at least 30 days in advance to ensure timely and proper translation to service all student / family

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

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will collect feedback from parents through a parent survey at different times of the year. The survey will be distributed by the Language Access Coordinator in the school with the assistance of the Parent Coordinator and the Bilingual Guidance Counselor in order to gather data on the quality and availability of services. Data will be analyzed and recommendations will be shared with the school principal and the school staff.