



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

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

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Entrada Academy School Number (DBN): 12X384  
Grades Served: 6-8  
School Address: 977 Fox Street, Bronx, NY 10459  
Phone Number: 718-378-1649 Fax: 718-378-4707  
School Contact Person: Guillermina Perez Email Address: Gperez16@schools.nyc.gov  
Principal: Jazmin Rivera-Polanco  
UFT Chapter Leader: Ivan Borrás  
Parents' Association President: Roberto Espinoza  
SLT Chairperson: Sonia Rosado  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): n/a  
\_\_\_\_\_  
CBO Representative: **Khristopher Harrison**

**District Information**

District: 12 Superintendent: Rafaela Espinal  
Superintendent's Office Address: 1970 West Farms Rd, Bronx, NY 10460  
Superintendent's Email Address: respina@schools.nyc.gov  
Phone Number: 718-328-2310 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: \_\_\_\_\_

## **Section 2: Executive Summary and Organizing Principles**

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

## Information on the Framework for Great Schools and the DTSDE

### 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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

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 and Renewal Committees 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 in response to the first five (5) 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

### **Accountability Tools and the 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 American Institute of Research (AIR) Needs Assessment, 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 Education 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:

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

### **NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, 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:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Jazmin Rivera-Polanco	*Principal or Designee	
X	Ivan Borrás	*UFT Chapter Leader or Designee	
X	Roberto Espinoza	*PA/PTA President or Designated Co-President	
X	Antonia Torres	DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
		Community School Director (staff)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
X	Maria Alicea	Parent	
X	Paula Linares Fermin	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Yolanda Flowers	Parent	
X	Josette Robles	Parent	
X	Sonia Rosado	Staff/Parent/Other Contributor	
X	Esther Ribeiro	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

## Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Entrada Academy (12x384) is a middle school that serves students in grades 6-8. It is located in the Hunts Point section of the South Bronx. The school is housed in the Rafael Hernandez Campus which is shared with IS 217 School of Performing Arts and South Bronx Classical Charter School. The school is also located near shopping stores and other commercial venues. Students who attend Entrada Academy live in the community and/or travel by bus or train from other nearby locations. Some students have siblings who currently attend the school and some students have siblings who graduated from the school. Entrada Academy has served generations of families.

The school population is made of 11% Black, 87 % Hispanic, 1% Asian/American Indian/Pacific Islander and 1% White. As part of our demographics our student body also includes 38% English Language Learners (ELLs) and 23% of our population is comprised of Students with Disabilities (SWD's). The average attendance for the 2014-2015 school year was 92%.

### **School Mission:**

Entrada Academy is committed to working with students, families and the community to provide a rich, stimulating, standards-based educational experience. We recognize that our students come with diverse needs and live in ever-evolving times; therefore we instruct students in all realms of development: educationally, emotionally and socially. Our goal is that graduates of Entrada Academy leave our school with a well-rounded education necessary for success in high school and beyond, and equipped with the social skills and learning habits required in our dynamic world.

### **Partnerships:**

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

- CUNY NYSIEB program is a City University of New York, New York State Initiative for Emergent Bilinguals. CUNY pairs selected schools and create a plan to increase the language ecology at each school, while also providing informative workshops and extensive resources including visits and feedback from the professors who work in the program. The program targets our ELL student population and serves to provide enrichment and a variety of strategies to the teaching staff.
- Schools Out NYC (SONYC) is a program that the Chancellor offered to middle schools. Entrada Academy has partnered with East Side House Settlement as their SONYC provider to provide tutoring, homework help, arts and crafts, robotics, STEM, dance, and cooking classes to our students The program provides enrichment opportunities to our students.
- Chess in the School- students participate in sessions during school and after school. Students also have an opportunity to compete in citywide-hosted competitions.
- Rocking the Boat- Rocking the Boat's On-Water Classroom brings academics to life on the Bronx River. Students explore the river's rich history and ecology.
- PBIS- stands for Positive Behavior and Intervention Supports Program. Entrada Academy is currently in its second year of participation in the program. The program is a tiered intervention program that identifies students who are disengaged and promotes highlighting positive behavior and providing incentives to students.
- 4-H Tech Wizards Program in partnership with Cornell University provides college and career preparedness through experiential learning programs and giving to the community.
- 4-H Juntos Program provides numerous resources for Latino youth to stay in school

#### Monitoring success of partnerships:

- For any programs that directly service students (i.e., SONYC (Schools Out NYC), PBIS (Positive Behavior and Intervention Supports), Tech Wizards, etc.), student data on behavior will be tracked, as well as their academic progress. Specifically, we will track individual students' benchmark scores on major assessments (i.e., MOSL's, State Exams, benchmarks, DRP reading levels) and individual students' rates of incidents and conflicts. We will compare the progress that students involved in these partnerships make versus groups of similar students who are not involved in these partnerships.
- For any programs that involve mostly professional development of staff (i.e., City College of NY, New York State Initiative on Emergent Bilinguals CUNY NYSIEB), individual teachers' MOTP (Measure of Teacher Practice) will be tracked and compared to similar teachers' MOTP to check for improvement.
- Where appropriate, we will also conduct surveys of staff and students involved to collect qualitative data on the impact the program/partnership has on them.

#### Strengths/ Challenges:

A challenge for Entrada Academy is that teachers are not consistently delivering quality instruction to meet the needs of all students. Entrada Academy is working with teachers who work with SWD (Students with Disabilities) to implement strategies to continually immerse students in activities that engage students in their learning. Strategies include allowing students to present their work products through various means (video and other media forms) so that students who are not able to respond in writing have a variety of ways to choose from to express themselves and their ideas. Another challenge is that NYS Mathematics examination results were at 4% for two consecutive years, there is a need to address all subgroups.

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

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

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year. Entrada Academy has seen results of 4% in Mathematics exam in two years. As part of the work with students we identified many factors that would assist in this work. The teachers at Entrada Academy believe that students learn best when they are challenged with thought provoking questions that apply to real life situations and are relevant to them and differentiated for a variety of learners. Also, students learn best by providing peer to peer Interaction that involves relevant questioning and discussion as a result of coherently designed instruction.

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\* Expanded learning opportunities for all students ELT, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners, this includes providing students with basic courses in creative writing, basic math skills and fluency, real life math, poetry, book clubs and enrichment opportunities in chorus.

• Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school. This includes providing specific and strategic workshops to families.

- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Parent Coordinator will work with the district, CBO director, family worker and attendance teachers to provide additional, focused strategies to increase parent and family engagement. Principal luncheons and breakfasts for school information and other workshops will be held at the school to focus on parental needs.

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

**Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</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.	E
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>Based on the 2014-2015 Quality Review it was noted that curricula and academic tasks inconsistently promote rigorous habits. Lessons reflect uneven levels of planning to provide all learners, including ELLs and students with disabilities access to the curricula and cognitive engagement.</p> <p><u>Strengths</u> The curriculum at Entrada Academy is Common Core aligned and teachers create lessons and introduce complex materials. Entrada Academy will be using Scholastic Code X, MSQI Word Generation and Scholastic Teacher's College Reading and Writing project and CMP3 Math. Entrada Academy teachers and principal will attend all professional development session offered by Teachers College. Teachers will also attend professional development sessions offered by Renewal Schools support center. Staff will create common core aligned curricula. The school has hired an Assistant Principal licensed in Math who will work with both Entrada Academy and IS 217 teachers to work on creating common core curricula for the 2015-2016, share best practices, conduct inter visitations and revise curriculum .</p> <p><u>Needs</u> A need identified by the 2014-2015 Quality Review is lessons reflect uneven levels of planning to provide all learners including ELL’s and Students with Disabilities access to the curricula and cognitive engagement. Additionally, teachers need further training in implementing a structured system on formative and summative assessments, student reflection and tracking of learning and ownership of learning.</p>		

## **Part 2 – Summative Vision for Rigorous Instruction**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Entrada Academy's 2015-2016 curricula will incorporate strategically chosen CCLS (Common Core Learning Standard) focus standards and units from CMP3, Engage NY resources, Teachers College Writing Units, Word Generation, novel study units, and interdisciplinary units created by teacher teams aligned to the school's selected CCLS focus standards and the instructional shifts. 'Strategic Reading Time' and writing periods will be embedded to promote time for additional independent reading and writing across core subjects. The Social Studies and Science curriculum will be aligned to the NYC Social Studies Scope and Sequence and Science Scope and Sequence and will incorporate focus literacy standards selected by the school leaders and teachers. All other subjects will be aligned to the CCLS literacy focus standards and the content standards for their subject. Common rubrics that are CCLS-aligned from TC will be used to track progress on selected writing standards across grades and subjects. An additional hour of Expanded Learning Time will be embedded in the school's program Monday-Friday to allow for RTI (Response to Intervention), AIS (Academic Instructional Support), and/or additional learning activities and opportunities for students. Saturday Academy will also help provide students with additional learning time and activities open to all our students. Teaching strategies will include questioning, scaffolds in English and native language arts. Teachers will be trained in providing multiple entry points and high quality supports and extensions so that all learners including ELLs(English Language Learners) and SWDs (Students with Disabilities) are engaged in appropriately challenging tasks and demonstrate higher order thinking skills in student work products. Student work products and discussion will reflect high levels of student thinking and participation. In addition teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula, thus providing actionable feedback to student and teachers regarding student achievement. Teacher's assessment practices consistently reflect the use of ongoing checks for understanding and students self-assessment so that teachers make effective adjustments to meet all student's learning needs.

School leaders and staff will collaborate with our selected Community Based Organization (CBO) to integrate learning experiences that include blended learning opportunities in order to enhance student engagement and learning. The CBO (Community Based Organization) will also help to support and provide learning opportunities, workshops, and services for our parents based on their interests and needs.

Pedagogical practices will incorporate an emphasis on lesson planning, teacher collaboration, independent reading, discussion opportunities for students, writing within all subject areas aligned to Teachers College reading and writing units, use of common CCLS aligned rubrics, and continuation of Word Generation.

Teachers will target the three major learning modalities of students within their lesson planning to provide a common school-wide Universal Design for Learning (UDL) instructional strategy that provides multiple entry points, ensuring that each child can access the curriculum. The RICE strategy, Accountable Talk strategies, Talk Moves, effective questioning, and checks for understanding will continue to be used as common school-wide instructional practices.

The school leaders and lead teachers/coaches will monitor consistency of school-wide instructional strategies by conducting daily walkthroughs and observations, so that teachers are provided with actionable feedback and resources to support the continued practice of chosen school-wide instructional strategies.

The school will have common assessments, Degrees of Reading Power (DRP) and MyOn, to determine and track progress on student reading levels (Lexile levels). Teachers College (TC) rubrics will be used in ELA, Science, and Social Studies to assess student-writing products. School leaders and teacher teams will collaborate to review data findings and will make adjustments to instructional practice and modifications to units and/or lesson plans, as needed.

**Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 50% of students will increase one proficiency level in Mathematics as measured by the NYS 2016 Mathematics exam.

**Part 4 – 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) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>School leaders will provide actionable feedback and professional development that will guide pedagogical strategies. Teachers will collaborate to develop vertically and horizontally coherent curricula aligned to Common Core Learning Standards and instructional shifts. Curriculum maps will include selected school-wide focus mathematics standards, with common rubrics. A Math Assistant Principal will work alongside a Mathematics coach who will be working closely with the staff by creating a lab site for teachers to visit and share strategies. Our ELL’s and SWD’s will be given access <b>(QR 1.1</b></p>	<p>All students including ELL’s and SWD’s</p>	<p>June 2015- June 2016</p>	<p>School Leaders -Lead teachers -Teacher teams -External consultants -Central Team - District Team -Borough Field Support Center liaison</p>

School leaders and teachers will collaborate to ensure academic tasks emphasize cognitive engagement and higher-order by creating performance tasks that are rigorous as evidenced by student work within student promotional portfolios and on classroom and hallway bulletin boards. <b>(QR 1.1)</b>	All students including ELL's and SWD's	June 2015- June 2016	School Leaders -Lead teachers -Teacher teams -External consultants -Central Team - District Team -Borough Field Support Center liaison
School leaders and staff will conduct a needs assessment that matches the math curriculum to ensure that students needs are met from their starting point, during curriculum night parents will be informed on ways to help their child with mathematics, teachers will create a syllabus that will be sent home, so parents follow along with the expectations for their children, and progress reports will be sent to home so parents are aware of <b>(QR 1.1)</b>	All students including ELL's and SWD's	June 2015- June 2016	School Leaders -Lead teachers -Teacher teams -External consultants -Central Team - District Team -Borough Field Support Center liaison
Teachers will create multiple entry points that incorporate strategies to address the three major learning styles that will be used to target a diversity of learners, with an additional emphasis for ELLs and SWDs, so that all of our students have access to the curricula (Examples: MyOn). <b>(QR 1.2)</b>	All students including ELL's and SWD's	June 2015- June 2016	School Leaders -Lead teachers -Teacher teams -External consultants -Central Team - District Team -Borough Field Support Center liaison

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School program/schedule adjustments for Expanded Learning Time, strategic budget allocations, CBO support staff, per-session for professional development opportunities for staff after-school and/or during the summer,( Math Consultant )											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
X	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 6 – Progress Monitoring**

**Part 6a.** 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.

In February 2016 75% of students in Mathematics class will have demonstrated work products that demonstrate growth in Math class. SLT will meet with their Director of School Renewal (DSR) and the superintendent to do a mid-point benchmark review of student assessments and progress towards meeting the target outlined within the RSCEP for the 'Rigorous Instruction' goal. Multiple qualitative and quantitative data will be reviewed to determine if progress is being made towards achieving the 2015-2016 benchmark targets. School Performance Data ,.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment 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.	D
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.	D
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.	E
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.	E
<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><u>Strengths</u>            Teachers have participated in PBIS training and have implemented the work in the school. Students are recognized for their team work, collaboration, and following school rules. The guidance counselors work with mediating concerns that present themselves with the students and others. The school immediately communicates with parents and conducts meeting to discuss concerns or conflicts that arise between students. Students are encouraged to work with one another after a mediation has been done in order to promote team work.</p> <p><u>Needs</u>            Entrada Academy needs to create a component that addresses the social-emotional needs of the students. This includes having the principal establishing overarching systems and understandings of how to support and sustain student emotional and social needs. Students who are overage and have been held back in prior years will have priority of support, in addition to students who are disengaged in their academic work. The school will work with the CBO to address the needs of the school by hiring student advisors to work with the subgroup of students. Additionally, the school will work with a SAPIS counselor who will also work with students who struggle emotionally and academically.</p>		

**Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Entrada Academy believes that the ‘re-branding’ by painting classrooms, celebrating students through award ceremonies and recognition incentives, also having a banner outside the building of our school and through multiple PBIS initiatives will support our school in continuing to move in a positive direction towards creating a safe and inclusive learning environment for all stakeholders.

In order to provide our students and families with socio-emotional, mental, and health services, the school is partnering with East Side House. Through the school’s collaboration with East Side House, students and parents will receive additional support services in the upcoming school year. Students will participate in the students council to provide voice of their concerns.

School leaders in collaboration with the CBO will make attendance and chronic absenteeism a focus goal for the 2015-2016 school year, so that students do not continue to lose instructional time. The CBO will provide workshops to parents that target specific ways to assist their children at home with school work, additionally, ways in which to identify teen specific issues and concerns. The school expects to meet the attendance benchmark and metric targets for both the 2015-2016 school year and the 2016-2017 school year.

### **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-2016 school year, our PBIS team in collaboration with the school’s Community Based Organization (CBO) will continue to develop the school’s positive behavioral interventions and supports, resulting in movement from an 92.1% attendance rate to 95%.

### **Part 4 – 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>Engage families and expand their understanding of a supportive environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>The school’s staff will continue to integrate Positive Behavioral Interventions and Supports (PBIS) to create a school environment that fosters a sense of safety and belonging among all students and adults through clear expectations, progressive monitoring, common expectations/language, a sense of community, and student voice. A clear ladder of referral and tiered PBIS interventions will be determined and outlined by the school’s PBIS team, in collaboration with the school’s CBO, during the 2015-2016 school years. Tiered behavioral interventions will be determined to support over-age students, ELLs, SWDs, STH, SIFE and other high needs students, as needed. <b>(QR 1.4)</b></p> <p>The schools’ PBIS store and ‘Entrada Bucks’ system will be revisited and enhanced by the school’s PBIS team. PBIS team and CBO will help to ‘re-brand’ the school . The principal will ensure that classrooms are painted in colors that foster learning. Progress will be determined by decrease in number of incidents and suspensions and will be tracked through OORS data reports <b>(QR 1.4)</b></p>	<p>All Students, Parent Community</p> <p>All teachers and students</p>	<p>June 2015- June 2016</p> <p>June 2015- June 2016</p>	<p>School Leaders</p> <p>-PBIS team</p> <p>-Teachers</p> <p>-CBO Director</p> <p>-DSR</p> <p>-PBIS consultants</p> <p>School Leaders</p> <p>-PBIS team</p> <p>-Teachers</p> <p>-CBO Director</p> <p>-DSR</p> <p>-PBIS consultants</p>
<p>The school staff in collaboration with the school’s CBO will coordinates personalized attendance, guidance, discipline, and advisement supports. There will be a clear connection between guidance and discipline. School leaders will work with the CBO to identify potential guidance and support staff for students with socio-emotional and mental health needs. <b>(QR 1.4)</b></p>	<p>Tier 1 and Tier 2 students and parents</p>	<p>June 2015- June 2016</p>	<p>School Leaders</p> <p>-PBIS team</p> <p>-Teachers</p> <p>-CBO support staff</p> <p>- Guidance Counselors</p> <p>-Social Workers</p>

			-Parent Coordinator -PBIS consultants
School leaders, school staff, and CBO will collaborate to provide family-focused services including middle school, high school, and/or college and career guidance and outreach that engage parents and family members in supporting positive student academic and socio-emotional growth. Additional services and workshops for parents will be determined by school leaders in collaboration with the Parent Coordinator, Parent Association, Guidance Counselor, CBO director, and DSR. Parent surveys will be created and distributed to determine the workshops, events, and services most needed by parents within our community. <b>(QR 1.4)</b>	Parents and Families	June 2015- June 2016	CBO support staff -School Leaders -PBIS team -Teachers -Guidance Counselors
School leaders and staff will collaborate with the school's CBO to provide Expanded Learning Time for all students embedded within the school's schedule and through Saturday Academy. School leaders, UFT Chapter Leader, and staff will determine how to program and maximize the use of this time to support the academic and socio-emotional needs of our students . <b>(QR 1.4)</b>	Teachers and Students	August 2015-June 2016	School leaders -Teachers -UFT Chapter -Leader - CBO Director - DSR

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
CBO support staff, Guidance Counselor/s, Social Worker/s, PBIS Team, CBO support staff to reorganize our PBIS store, supplies for PBIS store, custodial staff to help paint classrooms, 'school beautification' supplies (for classrooms), banners for exterior of school, Student Council											
<b>Part 5b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>	X	<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.
February 2016, SLT will meet with the Director of School Renewal (DSR) and their superintendent to do a mid-point benchmark review of progress towards meeting their RSCEP benchmark target for the 'Supportive Environment' goal. Multiple qualitative and quantitative data will be reviewed to determine if progress is being made towards achieving the 2015-2016 benchmark targets. School Performance Data and OORS data will show a 50% reduction of incidents in the school. This data will be reviewed to determine progress.
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment 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.	E
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>Strengths- Teachers and school leaders ensure that the lessons taught are part of a comprehensive curriculum including unit plans that have been created to address student goals and needs.</p> <p>Needs-Teachers need more training around providing multiple entry points, high quality supports and extensions to all learners. Teachers need to be transparent and provide students with information on how they will be assessed and the steps that will be taken to get there. Teachers need to work on creating engaging and inviting lessons that will foster students led discussions, and provide ongoing checks for understanding in the formative assessments conducted. Additionally, students need to be informed on their progress and be provided with actionable feedback.</p>		

**Part 2 – Summative Vision for Collaborative Teachers**

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> <li>How is the school organized to promote teacher collaboration?</li> <li>What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?</li> <li>How are teachers providing opportunities for to deepen learning for higher achieving students?</li> <li>What system do teachers use to ensure that every child is safe in their class?</li> </ol>
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5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

Our teachers receive Professional Development (PD) sessions on Monday afternoons and Tuesday afternoons. Teachers meet once a week for 90 minutes in their content teams and once a week for their grade team meetings. At these meetings, teachers collaborate on lesson plans and adjustments to their curriculum.

Collaborative teacher teams will use consultancy and tuning protocols to review data, current curriculum maps, and student work to determine the needed modifications to our curriculum maps, units of study, assessments, and promotional portfolio and student work products. Our curricula will give all our students access to learning whether they are in the lowest performing or highest achieving groups of students through a rigorous and engaging curriculum for all levels of learners.

A school-wide PBIS behavior matrix will be used to set clear expectations for all students. Teachers and students will align to the high expectations outlined within the school's PBIS matrix. The matrix will also align with our digital platform Kickboard that will record student progress in class work and student behavior. Our CBO will help to support us in determining community educators / partners to support a collaborative teaching approach by communicating the needs of the students in the student advisor case load. Student advisor will share student emotional and social needs and work with teachers to create a plan for student academic achievement.

Teachers will collaborate within teacher teams to review student Lexile level growth and performance on extended writing pieces, on a monthly basis, to ensure they plan for individual student needs.

### **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 100% of core subjects will have functioning teacher teams, which will meet weekly to engage in cross curricula, data driven inquiry to norm the expectations on improving instructional practices that promote shared leadership and focuses on improved student learning. Resulting in 85% growth from developing to effective in Domain 4: Professional development as measured by Advance.

### **Part 4 – 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) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers will engage in weekly team meetings. Teachers will use the tuning and consultancy protocol, and an inquiry approach driven by authentic student work and aligned to school-wide instructional priorities and goals that improve student outcomes. New teachers and second year teachers will be paired with a mentor provided by the NTC . (New Teacher Center). Team analysis of student work will result in agreed upon shifts in units, lessons, and pedagogy that improve student outcomes. School leaders, central team, DSR, PLF, and superintendent will conduct progress monitoring <b>(QR 4.2)</b></p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers -School leaders -Central Team -DSR -PLF -Superintendent</p>
<p>Distributed leadership structures will be in place so that teams have a clear process for key decision-making and implementation that holds everyone accountable for student learning. <b>(QR 4.2)</b></p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>School leaders, Content teachers, Lead Coaches</p>
<p>Opportunities will be provided for job-embedded professional development by providing lunch and learn for planning and preparation for school and teacher leaders, principal, APs, mentor teachers and content coaches. Support will be provided by Teacher Development and Evaluation Coach. <b>(QR 4.2)</b></p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>-Teachers -School leaders -Central Team -DSR -PLF -Superintendent -</p>
<p>School leaders, UFT chapter leader, and staff will collaborate to determine the best way to program their professional learning time. A Professional Learning committee will be established to work on the school’s 2015-2016 Professional Development plan.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>UFT Chapter leader -Teachers -School leaders -Central Team</p>

			-DSR
			-PLF
			-Superintendent

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Development Planning Team, UFT chapter leader support, schedule/programming adjustments, per-session opportunities for teams to meet after school and/or over the summer											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.											
February 2016, SLT will meet with the Director of School Renewal (DSR) and the superintendent to do a mid-point benchmark review of progress towards meeting the school’s RSCEP target for the ‘Collaborative Teachers’ goal. Multiple qualitative and quantitative data including Danielson's Framework observation feedback will be reviewed to determine if 75% of teachers are moving towards achieving the 2015-2016 benchmark target. School Performance Data and ADVANCE teacher observation data reports will be reviewed to determine progress towards goal.											
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment 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 (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
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.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	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 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><u>Strengths</u>                      Leaders conduct observations and provide timely, actionable feedback to staff. Leaders also follow up with walk throughs that provide non-evaluative feedback to the work. Programmatic and human and fiscal resources are used to meet the needs of the students and provide teachers with all the tools they need to effectively teach their classrooms. Ongoing feedback information is used to provide professional development opportunities to improve teacher practice.</p> <p><u>Needs</u>                      Entrada Academy needs to work on ensuring the school community creates and shares their (SMART) goals/mission and everyone is completely clear on how to follow through on the work. Additionally, the school needs to align to the districts APPR, and follow evidence based systems and structures to implement individual and school wide practices based o student data and feedback</p>		

**Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

- How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?

2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

School leaders have collaborated with staff and have shared the school's vision and mission with the entire school community. The principal will ensure the CBO aligns to the school's vision and mission in order to maintain a strong and inclusive partnership with the CBO Director. The CBO will collaborate with school staff by participating in staff meetings, cabinet meetings and communicating via e-mail, to ensure that students' academic and social-emotional needs are being met through the school's ELT and PBIS initiatives.

School leaders will use PBIS framework which is an evidence-based systems to ensure that the school and individuals continue to improve and work towards meeting the school's targets set forth within the school's RSCEP. The school leader and SLT will work closely with the CBO's director to support the school's Renewal School Comprehensive Education Plan (RSCEP). The school leaders and CBO Director will organize student and teacher programs to ensure students' needs are met. Fiscal capital will be monitored and discussed between the SLT and CBO Director.

The programs where student advisors work with teachers includes the ELT (Extended Learning Time), advisors work closely with teachers to ensure that groups of student needs are met. The fiscal portion of the work will be handled by central.

School leaders will continue to conduct teacher observations and informal observations during ELT to ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback. School leaders will progressively monitor teachers after feedback sessions to support a shared accountability.

At the start of the 2015-2016 school year, the principal will delegate specific responsibilities to the Assistant Principals and the Community School Director, and will hold them accountable for developing systems to share academic, behavior, Social Emotional Learning (SEL), and attendance data with staff, so that strategies can be created and assessed to support growth throughout the school year.

### **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 school leaders will provide professional development to build teachers' capacity in Questioning, Discussion and Content Knowledge , resulting in a 75% increase in teachers improving one performance level reflected in components 1A, and 3C , as measured in Advance. Thus moving from a HEDI scale from developing to effective, and increasing student's Mathematics performance levels by 5% in NYS 2016 Math test.

**Part 4 – 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) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>During the 2015-16 school year, school leaders will collaborate with teachers in the development and integration of student promotional portfolios to track student progress on selected focus standards, attendance rates, student reading levels, and student performance on end-of-unit performance tasks, resulting in improved student achievement. The NTC-Mentoring program will also be pivotal on working with new teachers. There will also be support from the Teacher Development and Evaluation Coach. Staff will collaborate to identify students with special needs and those at risk of failure early so that the tiered interventions selected for these students meet their needs in an appropriate and timely manner. (QR 1.3 }</p>	<p>Tier 2 and Tier 3 students</p>	<p>June 2015- June 2016</p>	<p>School leaders Teachers CBO Director RTI team</p>
<p>School leaders and teacher leaders/coaches will support the development of teachers through the strategic use of frequent cycles of classroom observations. School leaders will give timely, actionable and resourced feedback to teachers. Additional professional learning opportunities will be provided for teachers of ELLs and/or SWD students by providing professional development on multiple entry points and high quality supports and extensions that allow ELL students and SWD's with meaningful work products. (QR 4.1)</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>School leaders Teacher leaders/coaches Teachers College and Math Consultants</p>
<p>The organizational structure and master schedule will support: (QR 1.3)</p> <p>Student interventions (tiered supports through blended learning programming), remediation and enrichment during the regular school program and/or during after school and Saturday Academy, common planning and collaboration periods for teachers and professional development and learning opportunities for teachers and staff members</p>	<p>All students and teachers</p>	<p>September 2015- June 2016</p>	<p>School leaders</p>

School leader in collaboration with the DSR and SLT will develop a clear vision, mission, Instructional Focus, and strategic plan for school improvement developed by the end of June 2015. <b>(QR 3.1)</b>	Students	May-June 2015	School leaders, SLT, DSR
	Teachers		
	School Community		

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principals, teacher leaders/coaches, DSR, Generation Ready Consultants, Borough Field Support Center											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.											
February 2016, SLT will meet with their Director of School Renewal (DSR) and their superintendent to do a mid-point benchmark review of progress towards meeting their ‘Effective School Leadership’ goal. Multiple qualitative and quantitative data will be reviewed to determine if progress is being made towards achieving the 2015-2016 benchmark target for this goal. School Performance Data and ADVANCE data reports will be reviewed to determine progress toward this goal, including checking lesson plans and Domain 3B Questioning and Discussion techniques to determine if a 75% increase in movement from a HEDI score of developing to effective.											
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment 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.	E
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.	E
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.	E
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.	E
<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><u>Reflection:</u>            Parent participation and engagement is a struggle at the middle school level. Our school has integrated multiple ways to communicate important information to parents and to involve them within our school community; however, there are still very few parents that attend our parent informationals and activities provided by the school. For the 2015-2016 school year, we will be partnering with our selected Community Based Organization to make this a focus area of support during our school’s transition into a Community School model.</p> <p><u>Strength</u>            Entrada Academy works with parents by conducting a needs- assessment of parent preference and individual needs. The school strives to provide workshops that are relevant and informative to parents and invite them to the school for all their functions. This includes and is not limited to workshops, parent information breakfast, and luncheons. Town hall meetings are held monthly by grade and parents are invited to attend to obtain information on their child’s growth in each of their classes. Entrada Academy uses a variety of resources to communicate with parents including utilizing school messenger to leave recorded messages about the events the school is hosting, also parent calendars are sent every month with the students.</p> <p><u>Needs</u>            Entrada Academy’s Parent Coordinator, along with school staff members and the school’s CBO, will provide Parent Workshops on how to effectively utilize the functions of our various school systems to access up to date information and educational programs that support student learning. Furthermore, the attendance team will conduct outreach to families of chronically absent students. There is also a need for additional support staff to support families with socio-</p>		

emotional and mental health services for some of our scholars, which will be provided with the addition of student advisors from our CBO. (SOP 6.3, 6.4,)

Informed by The Framework for Great School Capacity Framework Element – Strong Family and Community Ties and the school's current data, there is a need to continue to teach parents ways to support student learning by establishing a strong and focused home-school connection. This needs assessment informed the development of the annual goal listed below

### **Part 2 – Summative Vision for Strong Family and Community Ties**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Within the Community School model, all families will be welcomed into the school community. School safety officers and all staff will align to PBIS initiatives and will create a welcoming environment for our school community. School leaders, staff, the Parent Coordinator, and the CBO will collaborate to provide support to families so that they understand and can take an active role in their child's academic and socio-emotional development.

The school provides support to families by providing all information in parent's home language. Additionally, parents are encouraged to be active participants in the school environment by providing opportunities to volunteer at the school level and in the parents, teachers association.

The school leaders, Parent Coordinator, and CBO Director will collaborate to engage the community and families through interest surveys to develop workshops, informationals, and support services based on the needs identified by the parents and community. Teachers will be able to learn from families about the children being taught through more student-centered and led Parent/Teacher conferences.

Our CBO will help us to find effective ways to partner with families to support student success. School leaders will ensure that there is a dedicated space for the CBO and for families within the school building. Our CBO will help us to gather information from our parents on programs, workshops, trainings, and services they would like to participate in through the use of parent surveys and parent outreach initiatives, to engage and increase parent involvement with our school community.

The adult education offerings include providing parents with GED and ESL classes. Parents will have an opportunity to participate in these classes in addition to obtaining job readiness support.

Families will be provided with training on how to understand the progress reports from their children. At Entrada Academy we will promote student led-conferences that will train students in understanding the data and progress and students in turn will share this information with parents..

### **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, school leaders in collaboration with the school’s Community Based Organization (CBO) will use multiple means of communication to inform families of events and services available to them, resulting in a 60% increase in parents stating that they have been invited to attended an event (workshop, program, service, etc.) provided by the school as measured by the 2015-2016, NYC Learning Survey.

**Part 4 – 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) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>School leaders, school staff, and CBO staff will collaborate to provide family-focused services including middle school, high school, and/or college and career guidance and outreach that engage parents and family members in supporting student growth. <b>(QR 1.4)</b></p>	<p>Parent/Families</p>	<p>September 2015- June 2016</p>	<p>School leaders  Parent Coordinator  CBO Director</p>
<p>School leaders and teachers will have high expectations for learning, student work, and behavior shared with parents and the school community. Actionable feedback and individualized supports, provided by the school, will enable students to progress toward the next level. School leaders will help to monitor this progress through student promotional portfolio checks, progress report and Report Card checks, and progressive monitoring of work produced by teacher teams. Parents will be given access to their child’s academic progress through use of Datacation/Skedula and periodic progress reports.</p>	<p>Parent/Families teachers</p>	<p>September 2015- June 2016</p>	<p>Teachers, School leaders  Parent Coordinator  CBO Director</p>
<p>Expectations around middle school, high school and/or college and career readiness will be communicated to families who will be provided support in understanding and helping their children meet those expectations. School leaders, Parent Coordinator, PA, and CBO Director will collaborate on the communication with the families. <b>(QR 3.4)</b></p>	<p>Parent/ Families</p>	<p>September 2015- June 2016</p>	<p>Teachers,  School leaders  Parent Coordinator,  CBO Director</p>

Early warning systems will be established that include attendance, academic performance, and behavior monitoring to identify students at-risk. The school will provide appropriate and timely interventions, in collaboration with the school's CBO. Parents will be notified and informed by the school about the services provided to their child and how they can best support their children at home. <b>(QR 3.4)</b>	Student/Parent Families/Teachers	September 2015- June 2016	Teachers, School leaders Parent Coordinator, PA CBO Director
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**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
CBO Director, Kickboard, SchoolMessenger, Parent Coordinator, parent newsletters, parent workshops and/or programs.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>	X	<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.										
February 2016, SLT will meet with their Director of School Renewal (DSR) and their superintendent to do a mid-point benchmark review of progress towards meeting their target, outlined within the RSCEP for their ‘Strong Family and Community Ties’ Leadership’ goal. Multiple qualitative and quantitative data will be reviewed to determine if progress is being made towards achieving the 2015-2016 benchmark target. School Performance Data Explorer and ADVANCE data reports will be reviewed to determine progress towards goal. Attendance by parents by 30% as a result of engaging activities offered by the school.										
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

## Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
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By June 2016, there will be an increase in student achievement through interventions, specific classes to target skills in Literacy and Math, including scaffolds in each lesson and frequent and timely feedback on all student work. This will result in improved student achievement including a 10% increase in student meeting the promotional criteria on NYS ELA and Math assessments.
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### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Our Expanded Learning Time will be compulsory for all students during the 2015-2016 school year.				

### **Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
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<p>Describe how the school will meet the following SED requirements for an ELT program:          How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?          How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?</p> <ul style="list-style-type: none"> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• What new content areas and opportunities will be offered to students?</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul>
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- Entrada Academy Expanded Learning Time (ELT) will include a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce reported incidents and suspensions, and increases the likelihood of students meeting promotional criteria.
- Our ELT will actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. Our partnership with our CBO will help to address these needs.
- Multiple content areas academic support for students and extra-curricular opportunities will be offered to students
- Entrada Academy’s ELT will contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art, in collaboration with our CBO.
- School leaders in collaboration with our CBO Director will ensure our ELT instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- School leaders and the CBO Director will discuss and create a plan for how community educators will receive professional development. Plan will include joint PD to school faculty and community partner staff, as needed.
- Parent Coordinator, school leaders, and the CBO director will collaborate on multiple ways to keep parents informed of ELT opportunities for their children provided by the school.

#### Part 4 – ELT Program Implementation and Oversight

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The CBO Director, school leaders, school staff will be responsible for implementing and overseeing the ELT program. The CBO Director, school leaders, school staff, and DSR will evaluate the program throughout the 2015-2016 school year to assess impact on student achievement

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

September 2015- June 2016.

#### Part 5 – ELT Budget and Resource Alignment

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

CBO Director and support staff, teachers, schedule adjustments, programming planning and budget adjustments

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.  
*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

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

#### Part 6 – ELT Progress Monitoring

**Part 6a.** 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.

February 2016, SLT will meet with their Director of School Renewal (DSR) and their superintendent to do a mid-point benchmark review of progress towards meeting the mandated Expanded Learning Time requirements. Multiple

qualitative and quantitative data will be reviewed to evaluate the effectiveness our school's ELT based on observations, review of student work, and feedback from students and teachers on all ELT programs

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### **Part 1 – The Community School Program Goal(s)**

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, the parents will be given workshops to provide them with strategies on how to help their children with homework, address the common core, and how to support their children. Parents will have an opportunity to participate in GED and ESL classes, as a result 50% of parents will agree that the workshops enhanced their understanding of the content being learned.

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The target population(s) to be served by the Community School program are students, parents, families, and teachers

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. As a Renewal School we are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. Our school will be partnering with East Side House. The principal and CBO Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities, this information will be shared with the SLT at the monthly SLT meetings.
2. As a Renewal Schools we are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment. We will be embedding Expanded Learning Time (ELT) and mental health programming in partnership with our CBO. Over the summer of 2015, school leaders will inform the CBO of the needs of the school and will share their RSCEP with the CBO. The school leaders and CBO director will meet to maximize the use of the additional time embedded within the school schedule. School leaders and CBO Director will align the supports and budget to help meet the goals within the schools' RSCEP.
3. As a Renewal Schools we are expected to emerge as a Partnership School, where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Our CBO will help to provide Monthly Forums to engage families and community stakeholders in order to increase parent engagement. Parent

interest surveys will be created and distributed by our CBO to gather important information that will help us determine what support services are most needed by our families. The surveys and community outreach will help us to develop a plan with our CBO to improve parent involvement and engagement within our school and campus.

4. The principal will meet on a weekly basis with the Community School Director, Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. The school will use the new data tool, School Performance Data Explorer, provided to all schools this year and will share the training webinar with the CBO Director and other staff members, as needed. The data tools will be used to streamline tracking of student progress.

**Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

- The key personnel that will be responsible for implementing and overseeing the Community School program will be our school’s CBO Director in collaboration with the principal, Assistant Principals, SLT, DSR, school-based support staff, and other community partners our CBO brings in to support our school.
- Our CBO will be a critical partner in increasing our parent involvement. The CBO Director will also be an integral partner in the programming, planning, and integration of the mandated ELT and Saturday Academy academic supports and activities.
- During the 2015-2016 school year, the SLT, CBO Director, DSR, and the Superintendent will do multiple evaluations of the ELT program, Saturday Academy, and the partnership with the CBO to assess overall impact on student achievement.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program are as follows: CBO, CBO Director, school-based support staff, budget/programming for ELT and Saturday Academy.

**Part 3c.** Timeline for implementation and completion, including start and end dates.

September 2015 through June 2016

**Section 8: 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>	ELA state exam scores; DRP reading levels	Reciprocal Reading; close reading strategies; building academic vocabulary through Frayer model	Small group; one-to-one	During the school day
<b>Mathematics</b>	Math state exam	Increasing math fluency by using “derived facts strategies”	Small group; one-to-one	During the school day
<b>Science</b>	ELA state exam scores; DRP reading levels	Reciprocal Reading; close reading strategies; building academic vocabulary through Frayer model	Small group; one-to-one	During the school day
<b>Social Studies</b>	ELA state exam scores; DRP reading levels	Reciprocal Reading; close reading strategies; building academic vocabulary through Frayer model	Small group; one-to-one	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Needs of IEP (mandated services); Needs indicated in BIPs; Data on student incidents	Conflict-resolution; mentoring	Small group, one to one, as a club or after-school activity	During the school day or after school

## Section 9: 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment:</p> <ul style="list-style-type: none"> <li>• Alternate certification and preparation programs, such as Teach for America and NYC Teaching Collaborative</li> <li>• Candidates with degrees earned in nearby community (Lehman, Fordham, CUNY)</li> <li>• Hiring panel consisting of multiple stakeholders who rate candidates' responses, much like the C-30 process for administrators</li> </ul> <p>Support/Professional Development:</p> <ul style="list-style-type: none"> <li>• Mentoring (for any untenured teacher in need of support, not just first-year teachers)</li> <li>• Common Planning time for Grade Teams and Content Areas; built into school day program</li> <li>• Intervisitations</li> <li>• Targeted professional development based on Danielson Framework feedback</li> <li>• Grade Team meetings twice a week scheduled into the program</li> <li>• Content meetings every week scheduled into the program</li> <li>• Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis</li> <li>• External professional development opportunities, such as CUNY NYSIEP</li> <li>• Common "looking at student work" protocols</li> </ul> <p>Retention:</p> <ul style="list-style-type: none"> <li>• Elevating qualified teacher-leaders to positions as Grade Team Leaders, Department Leader, various coordinators, mentors, etc.</li> <li>• Opportunities for teachers to create after-school or lunchtime clubs for students based on interest</li> <li>• Opportunities for teachers to provide feedback via surveys</li> <li>• Opportunities for teachers to request outside professional development activities</li> </ul>

#### 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).
<ul style="list-style-type: none"> <li>• Common Planning time: Revising, Modifying and Creating Curriculum; curriculum guidance provided by the company "Literacy and Math Matters" for Math and through staff members trained in the TC Reading and Writing Project for ELA.</li> <li>• A series of in-house professional development on unpacking the Danielson Framework, identifying and implementing best practices; aligning all staff's expectations to the Framework</li> </ul>

- Participation in the Danielson Group’s application-only workshops (especially in the area of 3d)
- Participation in the CUNY NYSIEB program
- Learning Partners School sharing of best practices and feedback
- Instructional rounds for Principal, Assistant Principal, and coaches/Grade Team Leaders

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**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).

**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.

Teachers collaborate with one another to create baseline assessments, interim assessments and summative assessments in their classes. Projects are also included in assessment of students. Teachers will be provided with a deep dive of Domain 3D Using Assessment in Instruction to ensure that teachers have all the tools and resources necessary to include assessments in instruction.

**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 (RSCEP) 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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	334,759.00	X	sections 1, and 5
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Section 1 and 4
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,099,282.00	X	Section 1,2,3,4,

**<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/RSCEP.

- **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 10: 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 RSCEP 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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**Parent Involvement Policy (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### **School-Parent Compact (SPC) Template**

**[Entrada Academy]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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>Entrada Academy</u>	DBN: <u>12X384</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</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>4</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>2</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: \_

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

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

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

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

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

-  
# and Types of Certified Teachers: 3 ESL teachers; 2 content area teachers; 1 supervising administrator. A supervisor will oversee the Title III program, due to the fact that this is the only program running in the school at the time. The supervisor will oversee arrival, breakfast, and instructional hours. The Content Area teachers will be co-teaching and co-planning with a ESL/ bilingual certified teacher. 3 planning hours will be designated for all instructors to map the curriculum before the program begins. Each classroom will be leveled (either "Beginner" or "Intermediate") and one ESL teacher will co-teach with a Content Area teacher in each class. The "parental engagement" ESL teacher will instruct adults only for 1.5 hours at the same time the children are in session. After 1.5 hours, the "parental engagement" ESL teacher will be dismissed. Parents will then be sent to their children's classrooms for co-tutoring to be directed by the ESL/Content Area teaching teams.

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

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

## Part B: Direct Instruction Supplemental Program Information

### Types of Materials:

- NYSESLAT preparation workbooks (for example, "Finish Line for ELLs," or "Continental's New York ELLs").
- Computer software (for example, Rosetta Stone).
- Notebooks, paper, and pencils.

## Part C: Professional Development

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

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

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

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

-CFN 608 ELL forums- Network Support

-Achieve 3000 software programs for all students

-Topic 1: Teaching Language and Literacy Skills to Emergent Bilinguals

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

Date: January 12, 2014

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

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

Audience: All staff including ESL teachers

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

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

Date: January 26, 2014

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

Name of Provider: CUNY NYSIEB program

Audience: All teachers

### Part D: Parental Engagement Activities

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

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

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

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

-the Common Core Learning Standards

-Homework Help

-Literacy in the Home

-Communicating with your Child's Teachers

-Improving your Child's Vocabulary

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

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

Name of Provider: ESL teacher

Audience: Parents of our ELL students

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

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

### Part E: Budget

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

Allocation Amount: \$-0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	_____	_____

**Part E: Budget**

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

Allocation Amount: \$-0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
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>384</b>
School Name <b>Entrada 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>Jazmin Rivera-Polanco</b>	Assistant Principal <b>Robert Kowles</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Sesaley Graciani</b>	School Counselor <b>Enrique Roman</b>
Teacher/Subject Area <b>Amy Hernandez/ SS</b>	Parent
Teacher/Subject Area <b>Edgar Soto/ Science</b>	Parent Coordinator <b>Veronica Rivera</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Jose Ruiz</b>
Superintendent <b>Rafaela Espinal</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	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)		Total number of ELLs		ELLs as share of total student population (%)	<b>0.00%</b>
--	--	----------------------	--	---	--------------

# 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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>							1	1	1					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>	77	<b>Newcomers</b> (ELLs receiving service 0-3 years)	53	<b>ELL Students with Disabilities</b>	15
<b>SIFE</b>	11	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	13	<b>Long-Term</b> (ELLs receiving service 7 or more years)	11

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>	42	10	0	2	0	2	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	11	1	1	11	0	8	11	0	4	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## 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 Spanish							15	13	16					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							13	8	5					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	3						0
Haitian														0
French							1							0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other MB							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)							13	13	12					0
<b>Emerging</b> (Low Intermediate)							1	2	3					0
<b>Transitioning</b> (High Intermediate)							2	2	4					0
<b>Expanding</b> (Advanced)							7	9	12					0
<b>Commanding</b> (Proficient)														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									3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	55				0
7					0
8					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	66								0
7									0
8									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.  
Assessment tool used by the school is the Fountas and Pinnell running records is an evaluation system that provides student reading ability. It is a national primary evaluation for identifying literacy skills in students. Through the Fountas and Pinell evaluation teachers are able to identify if a student is SIFE or has native language literacy.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
What is revealed is that students who have spent the most time immersed in classes that provide literacy skills and strategic practice perform and advance in the NYSESLAT exams. Students who have opportunities to learn with their peers advance even further than those who do not have peers who speak the same language.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Paste response to question here:
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The patterns across performance levels and grades demonstrates that the longer the students have instructional English acquisition the more improved the performance. ELL students do not perform any better in their home language than in the English Language. The ELL periodic assessments assist in grouping students and provide students with the individualized instruction that a students may need. The school is learning that using the home language allows students to gain the vocabulary and academic language needed to move toward decoding and gaining comprehension.
- 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](#).]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Language development is considered by creating opportunities for students to use their native language as a means to acquire the skills needed in the new language. Lessons are created that allow for visual and other modalities to tap into the many ways students learn best.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Success for our program is measure by students advancing in the NYSESLAT and gaining proficiency status. Students who are able to work independently and demonstrate aquisition of language through working in the new language is also a method of used to evaluate program effectiveness.

## 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.  
All students who are newly enrolled at Entrada Academy are administered the Home Language Identification Survey (HLIS). Parent and students are interviewed and parents are given the opportunity to select their preferred language of communication. Students are also assessed using the Fountas and Pinell to determine reading ability as well as taking the NYSITELL to determine English proficiency level.
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).  
Students are administered grade level assessments where possible in the native language or in English. The assessments include verbal and written work that allow students to demonstrate the skills they have attained thus far in their education. IPADS are also use with the google translator that allow students to type in their responses in their native language, when the primary language is not Spanish.
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).  
Newly enrolled students with IEPs are identified by the Language Proficiency Team members which include Ms. Graciani, Ms. Rivera, Mr. Roman and Ms. Grimm. After an identification has been made the support services are discussed and interventions are put in place to ensure that the student has all the resources needed to succeed.:
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.  
Entrada Academy meets with parents and informs them of the policies at the school. Part of the enrollment process for students who are newcomers include a conversation around entitlement and non-entitlement notification letters. The parent coordinator in collaboration with the LPT members ensures that parents are given the information needed by having parents come to the school to pick up the letters.
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).  
When parents come to the school to pick up the entitlement letter they are fully informed on their rights of appealing the ELL status of their children. They are immediately informed along with the rest of the information they needed to make the best decision for placement for their child.
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.  
When parents arrive at the main office to enroll their child, they are greeted by both the parent coordinator and the school pupil accounting secretary. The parent coordinator asks the parents the pertinent questions regarding the home language, the home language survey

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
When parents come in to enroll their children they are given all the information and a date is set for the Parent Surveys and program selection forms are given to parents with a thorough explanation of how to fill out the form and make a selection.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The parent coordinator keeps all the information in a binder and does monthly check on the forms that have been completed and those forms that need completion. Phone calls are made to those parents in addition to sending a letter home.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The manner in which Entrada Academy ensures that all parent notification letters are distributed is by providing the letters when parents come in to enroll or by sending the letters home with the students. A follow up phone call is made to the parent informing them of the letter sent home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation is retained by keeping copies in a binder that is separated by family. The binder has sections that allows for the information to be filed and kept in a systematic and orderly fashioned manner that allows for the information to be retrieved right easily.
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.  
All students are administered a baseline and instruction is given to prepare student for the NYSESLAT. Students are tested under normal testing conditions based on their testing needs. All materials are secured and all rules are followed accordingly.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Entrada Academy conducts monthly checks on all ELL students and data to ensure that all the up to date information has been gathered and updated. This monthly maintenance of checks and balances allows the school to maintain the most current data on ELL students.
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).  
Entrada Academy just started a bilingual program at the school, the pattern and trends that existed before that was to have students participate in what was ESL push in and pull out program. The parents have requested bilingual programs and we now offer a Spanish Bilingual program. As parents begin to make requests the school will begin to make accommodations for those requests.

## 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.  
Teacher pushes into the class and works one on one with the students who need the support.
  - b. TBE program. *If applicable.*  
The class is heterogeneously grouped. They travel from class to class as a group.
  - c. DL program. *If applicable.*  
Paste response to questions here:
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)?  
Instructional minutes are delivered by following the models outlined in the program model.

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.  
 Core content is delivered in the TBE program bilingually. Teachers provide the work to students in a manner that allows them to learn the language, by practicing its use and also by having students understand what is taught.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
 Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
 Students are taught using all four modalities. They have opportunities to take written notes offered through dictations. Read aloud and other forms of listening. Students also have an opportunity to work in speaking to one another. Teacher has a method of evaluating their speaking skills through the use of rubrics. Writing is targeted through various writing prompts and students are able to work on reading and viewing a variety of examples provided in the class.
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  
 For SIFE students, scaffolds at the proficiency level is given to students with a variety of check ins and teacher and self assessments and opportunities for practice.  
 Newcomers have an opportunity to work on developing their language skills by utilizing their home language literacy skills. The content is translated and students have an opportunity to listen and practice using the new language.  
 Developing students have opportunities to continue to reinforce their skills through practice and lessons that cognitively challenge but also use all modalities to tap into the learned English skills.  
 Long Term students have opportunities to work with the skills gained by using more of the English language and navigating through the curriculum using all modalities.  
 Former ELL's have an opportunity to continue to reinforce their learned skills through exposure with activities in the English language targeting all modalities.
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.  
 Students are given instruction that targets their instructional need. The appropriate scaffolds will be provided that will allow students to receive the instruction that will help the student succeed in their classes. Instruction will be given to target students level of proficiency as evidenced through baseline assessments.
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?  
 Instructional strategies include using a variety of modalities and hands on experiences when appropriate. They include students viewing examples from videos, using graphic organizers, turn and talks, note taking skills, close reading of texts , writing responses, having regular assessment checks.
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?  
 Students are given opportunities to participate in classes that are the least restrictive by joining students in AIS classes and other enrichment classes. The IEP goals are followed closely to ensure standards are met and students are given opportunities to travel with classes that will provide the least restrictive environment in different content areas.

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.

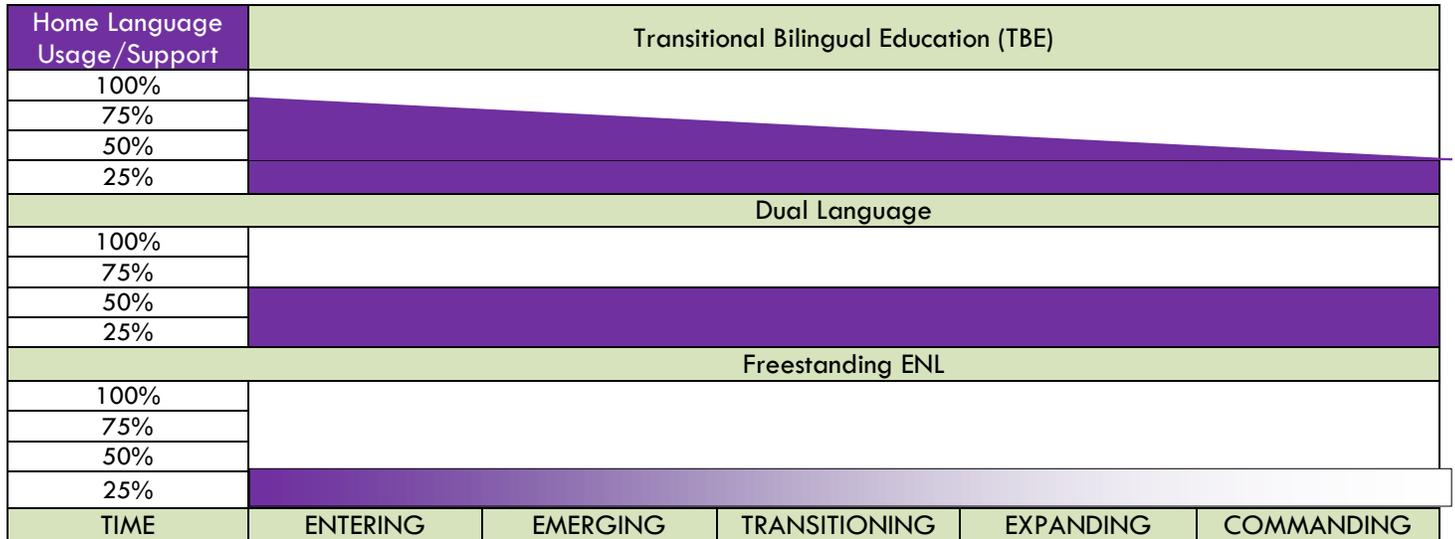


\*Note “other approved services” does not apply to New York City at this time.

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 program includes building academic vocabulary and academic language, fluency, and comprehension. Word reading accuracy and explicit instruction in academic vocabulary, targeted class wide instruction, phonological awareness and phonics in order to build decoding skills.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Teachers who are working with ELL's and Bilingual students are new to teaching. They are learning the skills and strategies they need to teach and reinforce the skills to the students.
12. What new programs or improvements will be considered for the upcoming school year?  
The considerations for next year include working closely with the teachers that are new to reinforce their skills, provide them with professional development skills to ensure that they are implementing the proper strategies to challenge and push student learning. Providing teachers with actionable feedback that will allow for immediate implementation in classes. The use of IPADS will also be considered as a tool to assist with those languages that teacher is not proficient in.
13. What programs/services for ELLs will be discontinued and why?  
No programs will be discontinued , all services and programs will be enhanced.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All after school and school programs servicing the school are exclusively selected to target the ELL population and the SWD's. The programs should be designed to assist ELL students in language acquisition and exposure to more opportunities for learning.
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.  
Instructional materials and the use of technology and educational software is provided to all students. Student have an opportunity to participate learning how to use the technology and software programs that will enhance learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language is supported in each program by providing translations when appropriate and necessary. Also providing more intensive instruction and guidance for students where necessary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
School makes every effort to identify all the needs of the students. The instruction is closely tailored to students instructional needs and all lessons are done including the scaffolds that students at varying levels and ages are able to perform the work.
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).  
School counselor meets with students and provides them and overview of the school and how the school functions. Students are matched to a buddy student who will work with them and assist where necessary with classwork and moving around the school. Parent Coordinator also meets students and the family and follows up with inviting the parents to the school for workshops and follows up with ensuring the student has adapted to the school environment.
19. What language electives are offered to ELLs?  
The language electives offered at the school at this time is Spanish
20. For schools with dual language programs:
  - a. 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.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## 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.)  
Professional Development includes NYC sponsored ELL workshops. Teachers who participate turnkeys to other teachers. Entrada Academy also participates in the CUNY NYSIEB grant that helps the school create a Multilingual Ecology in the entire school. Teachers have an opportunity to participate in all workshops offered. Administration will also work with providing professional development as needed.
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?  
Professional Development includes participation in all NYCDOE workshops and professional development. Mentor teaching also working closely with teachers in providing teaching strategies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
ELL students are provided the same exposure given to all middle school students who will transition to high school. It includes articulation information, q&a opportunities and visits to high schools, parents are also given the information needed to navigate through transition from middle to high school.
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.

Teachers are sent to professional development sessions and turnkey to staff. Teachers are expected to bring the agendas including any materials distributed to the staff during the session. The work with the CUNY NYSIEB grant will also provide in-house professional learning to all staff.

## 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?  
Parents are invited to workshops and classes that are specifically designed to inform parents of all the programs offered by the school for ELL's and ELL's who are also SWD's. Breakfasts and school dinners and chats allow for this conversations to happen.
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.  
All information for a
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
The school offers citizenship and immigration workshops. Entrada Academy also offers ESL Saturday classes to parents. All the activities provided by the school are geared to all parents. All correspondence is sent bilingually.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Entrada Academy partners with East Side House Community Center to provide parents with workshops, information on immigration and citizenship law, common core standards, homework help and youth development
5. How do you evaluate the needs of the parents?  
Parent needs are evaluated very early on. Parents are invited to all the events held at the school. The school hosts Town Hall meetings, parent workshops and activities through these activities the school is able to learn more about the needs presented by parents.
6. How do your parental involvement activities address the needs of the parents?  
All parent activities are geared toward informing parents of all the new initiatives set forth by the NYCDOE , in addition to providing a forum for questions and concerns that arise. Entrada Academy also provides parents with opportunities to participate in learning English by providing ESL classes to parents.

## 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:

## Part VI: LAP Assurances

**School Name: Entrada Academy****School DBN: 12X384**

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)
Jazmin Rivera-Polanco	Principal		09/2015
Robert Kowles	Assistant Principal		09/2015
Veronica Rivera	Parent Coordinator		9/1/15
Sesaley Graciani	ENL/Bilingual Teacher		9/1/15
Roberto Espinoza	Parent		9/1/15
Amy Hernandez	Teacher/Subject Area		9/1/15
Edgar Soto	Teacher/Subject Area		9/2015
	Coach		09/2015
	Coach		9/1/15
Enrique Roman	School Counselor		9/1/15
Rafaela Espinal	Superintendent		09/2015
	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: 12X384      School Name: Entrada 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 is the HLIS and parent personal interview. When parents come to the school to enroll their children, the parent coordinator will have a conversation and have parents immediately identify the home language. After that initial conversation the HLIS is administered the cd is shown to parents and the options are provided.

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.

English  
Spanish  
Arabic  
French  
Mandik

## 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.)

Notices to indicate the days students will not be in attendance  
Class town hall meetings  
Parent Workshops  
School Assemblies  
Calendars  
Parent teacher conferences  
After school programs  
CBO programs and workshops

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.

Parent teacher conferences  
Staff meet and greet  
Principal breakfast  
Principal dinners  
Celebratory luncheons  
Parent workshops  
Attendance teacher visits  
Dean phone calls  
Guidance Counselor calls  
Teacher student meetings

## 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.

In house school staff serve as translators  
School has begun to use technology such as IPADS google translator when needed

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.

In house staff will serve as translators  
Google translator and IPADS will be used for personal communication as well

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

---

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.)

Staff will be trained by our Technology Coordinator on how to use Google Translator and use IPADS

#### **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

School will provide all information needed for parents who do not speak English by having appropriate staff address the parents.

#### **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)

Parent survey will be provided that will be translated in appropriate language