

[EXPLORATIONS ACADEMY]

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (12/ BRONX/12X251

ADDRESS: 1619 BOSTON ROAD BRONX NY 10460

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12x251 **SCHOOL NAME:** Explorations Academy

SCHOOL ADDRESS: 16-19 Boston Road

SCHOOL TELEPHONE: 718-893-6173 **FAX:** 781-893-6174

SCHOOL CONTACT PERSON: Susana Hernandez **EMAIL ADDRESS:** Shernan10@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tammy Nin

PRINCIPAL: Susana Hernandez

UFT CHAPTER LEADER: Kerry Eck

PARENTS' ASSOCIATION PRESIDENT: Donna Valencia

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** CFN 5

NETWORK LEADER: Jimenez Christina

SUPERINTENDENT: Geraldine Taylor-Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Susana Hernandez	*Principal or Designee	
Kerry Eck	*UFT Chapter Chairperson or Designee	
Donna Valencia	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rodriguez Yhadira	DC 37 Representative, if applicable	
Remish Prashad	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tammy Nin	Member/UFT	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The mission of Explorations Academy is to prepare students to take on the challenging opportunities of college and career. Our students will grow to be reflective thinkers and gain the skills to become productive members of the community. We prepare our students by asking them to demonstrate understanding by using Bloom Taxonomy thinking skills framework such as synthesis, analysis, and problem-solving.

Through ISA's seven principals; College preparatory is instructional program, Distributive Counseling, Dedicated team of teachers and counselors, Continuous professional development, Extended day and school year, parent involvement and Continuous organizational improvement our school platform for real student achievement. Explorations Academy has partnered up with Lehman College, through the College Now program. Students have the opportunity to take courses for college credit, if they are able to pass their English and Math A or Integrated Algebra with at least a 75% or if they receive an 85% in the Spanish Regents.

Scheduling and programming were adjusted to increase available time for reading writing. We accomplish this through an extra-period of ELA for incoming 9th graders that are level one; also we have an after school and Saturday program for those students with ELA deficits. The staff schedule was adjusted for daily common planning to focus on writing and reading comprehension across the curriculums. During this common planning time our teachers engage in collaborative inquiry, department inquiry, assessing for learning and curriculum design.

Community mailings are regularly generated by the Parent Coordinator informing the parents of monthly events, school attendance and student achievements. The school's physical environment promotes students achievement through bulletin boards and wall displays recognizing perfect attendance, honor roll, individual and class performance. The school parents involved in making school based decisions through the School Leadership Team.

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SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT			
School Name:	Explorations Academy		
District:	12	DBN #:	12x251
School BEDS Code:			

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K						79.23	83.00		
Kindergarten									
Grade 1									
Student Stability: % of Enrollment				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5									
Poverty Rate: % of Enrollment				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7							100%		
Grade 8									
Students in Temporary Housing: Total Number				Students in Temporary Housing: Total Number					
Grade 9	196	135	139	(As of June 30)	2007-08	2008-09	2009-10		
Grade 10	77	101	90		10	8	3		
Grade 11	44	94	41						
Grade 12		32	62						
Ungraded									
Recent Immigrants: Total Number				Recent Immigrants: Total Number					
Total	317	362	332	(As of October 31)	2007-08	2008-09	2009-10		
						6			
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	2	3	0	Principal Suspensions	8	25	42		
No. in Collaborative Team Teaching (CTT) Classes	16	13	40	Superintendent Suspensions	20	5	14		
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS									
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)					
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
(As of October 31)				CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					
# in Dual Lang. Programs									
# receiving ESL services only		49	37	Number of Staff: Includes all full-time staff					
# ELLs with IEPs	0	0	12	(As of October 31)	2007-08	2008-09	2009-10		
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	17	24	26		
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	6	9		
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	2	2		
			49						
Ethnicity and Gender: % of Enrollment				Teacher Qualifications:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
American Indian or Alaska Native				% fully licensed & permanently assigned to this school	100	100	100		
Black or African American	106	106	106	Percent more than two years teaching in this school	58	21			
Hispanic or Latino	210	235	219	Percent more than five years teaching anywhere	35	17			
Asian or Native Hawaiian/Other Pacific Isl.	3	3	3	Percent Masters Degree or higher	29	29			
White	1	4	4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	76	33	100		
Multi-racial									
Male	162	173	175						
Female	167	184	157						

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY		
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:	
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		
Differentiated Accountability Phase:		
<input type="checkbox"/> In Good Standing	<input checked="" type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructuring – Year 1
<input type="checkbox"/> Restructuring – Year 2	<input type="checkbox"/> Restructuring – Advanced	

Differentiated Accountability Category:

<input type="checkbox"/> Basic	<input type="checkbox"/> Focused	<input type="checkbox"/> Advanced
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Individual Subject/Area Outcomes	Elementary/Middle Level	Secondary Level
	ELA:	ELA:
	Math:	Math:
	Science:	Grad. Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√ Made AYP	X Did Not Make AYP	X* Did Not Make AYP Due to Participation Rate Only
√ ^{SH} Made AYP Using Safe Harbor Target	- Insufficient Number of Students to Determine AYP Status	

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	73.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	8.2	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	10.2	Quality Statement 3: Align Instructional Strategy to Goals	Proficient

Student Progress (Comprises 60% of the Overall Score)	48.9		Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	7		Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

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SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Student Performance Trends:

As we analyzed our school's data, including School Report Cards, Progress Reports, Quality Review and Environmental Survey, DY0 periodic assessments, ARIS, as well as results of Inquiry Team action research, we noted the following:

- Explorations Academy closed the achievement gap in the lowest third citywide regents in ELA and Math.
- Our school improved in our Progress report. In addition, we made improvement in our School Learning Survey
- An increase in credit accumulation for all students was noted
- An increase in the number of students passing regents exams was also noted

While the overall results indicate an increase in the number of credit accumulation of all Cohorts, the overall graduation rate, our English Language Learners and Special Education students still need improvement. In addition, while we made improvement in attendance, we still need to continue working in improving our long term absences.

Our attendance team is working very hard to improve our school-wide attendance. In addition, we will continue to provide opportunities for our over aged and under credit students, through after school and Saturday program as well as individual and grouping counseling. In addition, infusing differentiated instruction and assessment for learning strategies across all content areas to improve graduation rate and increase the academic success for all of our students.

Greatest Accomplishments:

- We have an Arts and Drama program. Students are scheduled to take a playwriting English Elective. Our Drama teacher infused extensive writing in the curriculum to help our struggling writers. The Art and Drama teachers work collaboratively to align our Arts program to the NY State Standards. The program includes integrated art and theater productions that are showcased periodically to the entire school community.
- Recently, we initiated a school-wide technology program. We have three Computer labs and to offer computer Graphics as an art elective; College Explorations as an English Elective and Science and Technology as a science electives. We use technology for AIS in Literacy through the achieve 3000 program. Studies curriculum.

- **We have an accelerated early graduation program. Students in the program will have the opportunity to complete their graduation requirement in three years. They can continue taking college classes through the College Now program at Lehman College or advance to the college of their choice.**
- **At Explorations we offer extended after-school program and Saturday Regents Review. We have an extended 9th period class for which allow our students to recuperate up to 6 credits per semester while preparing for the regents. In addition, we created an extensive after-school and Saturday program that allows students to recover credit and prepare for the regents.**
- **Our staff participates in on-going daily on-going professional development through common grade level planning time to enhance collaboration, professional growth and to increase students' academic achievement. We will train a core group of teachers to be train in differentiated instruction to conduct professional development in their weekly department meetings.**
- **Our Special Education program is supported by providing a SETTS services and collaboration of our special Education teacher with our content teachers. We support our Special Education students by assigning one Special Education teacher to each grade to collaborate and to ensure of materials for all our Special Needs students.**

Significant Barriers

- **To continue improvement of our graduation rate**
- **To continue providing differentiated ongoing professional development**
- **To increase our teachers understanding formative assessments in their lessons using our school instructional framework of assessing for learning**
- **Increase the number of teachers infusing differentiated strategies across the content areas**
- **Increase out school-wide attendance**

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

□

Instructional goals for 2010-2011

To **increase** Graduation Performance

□ According to our RCOS report and ARIS 48 or 54% of our 88 active students in cohort M 2011 are on target to graduate. By June 2010 the active cohort M students on target to graduate will increase to 54 students or 61% or higher.

To improve graduation and promotion performance of ELL students

According to RCOS and ARIS 3 out of 12 students or 25% of the 2011 active ELL cohort students are on target to graduate base on credit and Regents. By June 2011 we will have 6 students/50% or higher on target to graduate.

According to RCOS and ARIS 2 out of 8 students or 25% of our 2012 active ELL cohort students are on target to be promoted to the 12th grade base on credit and regents. By June 2011 we will have 4 or 50% or higher on target to be promoted to the 12th grade.

According to RCOS and ARIS 3 out of 16 or 18% active ELL students in the 2013 cohort are on target to be promoted to the 11th grade base on credit and regents. By June 2011 we will have 7 students/44% or higher on target to be promoted to the 11th grade.

To increase Administrators and teachers capacities to utilize Common Core Standard
By June 2011 two English or more and two Social Studies teachers or more will infuse Common Core Standard in two units of their curriculum

Increase the percentage of students who pass English Regents

By June 2011 increase English Regents passing rate from 69 % to 73 %

By June 2011 75% of students in each grade will accumulate the credits necessary to move on to the next grade or graduate.

On average, students who are 2 years or more below grade level will increase their reading comprehension level by at least 1.5 years

To increase science Regents passing rate

At least 75% of students enrolled in Living Environment and Chemistry will pass the Regents Examination with a 65 or better by the end of June 2011

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase Graduation Performance <input type="checkbox"/> According to our RCOS report and ARIS 48 or 54% of our 88 active students in cohort M 2011 are on target. In June 2010 the active cohort M students on target to graduate will increase to 54 students or 61% or higher.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Infusing literacy strategies in all core content area to increase the regents passing rate Collect, analyze and post color coded ARIS charts showing students progress toward graduation. Content teachers will meet weekly Special Ed teachers to plan and scaffold instruction to meet the needs of all students. Academic Intervention Services and Extended day program for credit recuperation and Regents prep classes Identify a target group from the 2011 cohort to assess student work, create assessments and identify effective strategies Create extended Regents prep classes achievement and monitor the attendance Conduct meeting with both parents and students and develop individual graduation contract Bi-weekly meeting with Guidance counselor to discuss individual student progress toward graduation</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> \$34,924 for Saturday Regents prep and after school credit recuperation activity GWEF5</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Increased attendance in day, after school and Saturday extended learning experiences. 2. Increase in the number of students in the 2011 cohort passing Regents and earning credits towards graduation. 3. Bi-weekly sign in sheets and agendas for the content teachers and ELL teacher. <ol style="list-style-type: none"> a. Weekly sign in sheets and agendas for cohort 2010 graduation target group and content and Special Ed teachers b. Sign Graduation Contract by both students and parents
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Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase Administrators and teachers capacities to utilize Common Core Standard By June 2011 two English or more and two Social Studies teachers or more will infuse Common Core Standards into their curriculum</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers and administrators will participate in professional development to understand and scaffold the common core standards. Inquiry will be aligned via a tight focus around a core set of AFL practices. • Biweekly Common Core Standards PD with Social Studies Coach by grade and by department • Work with the Social Studies and English Department to nurture and support teacher implementation of the Common Core Standards • Classroom observations, learning walks and walkthrough observations to capture effective implementation and progress to AFL Strategies
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□38,000 of title 1 for curriculum and staff development OTPS activity code Z86Y</p>

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- a. Written units and assessment infusing Common core Standards
- a. Agendas and minutes from English and Social Studies Department.
- b. Feedback from Social Studies and English team and lead teachers associated with well progress of implement Standards.
- c. Direct observation and evaluation PD and Department meetings conducted by administrators and coaches.

Subject/Area (where relevant): _____

Annual Goal
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To improve graduation and promotion performance of ELL students
 According to RCOS and ARIS 3 out of 12 students or 25% of the 2011 active ELL cohort students are on target to graduate base on credit and Regents. By June 2011 we will have 6 students/50% or higher on target to graduate.

According to RCOS and ARIS 2 out of 8 students or 25% of our 2012 active ELL cohort students are on target to be promoted to the 12th grade base on credit and regents. By June 2011 we will have 4 or 50% or higher on target to be promoted to the 12th grade.

According to RCOS and ARIS 3 out of 16 or 18% active ELL students in the 2013 cohort are on target to be promoted to the 11th grade base on credit and regents. By June 2011 we will have 7 students/44% or higher on target to be promoted to the 11th grade

Action Plan
Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Create an ELL team that will meet bi-weekly to discuss and monitor ELL students' progress.
- Guidance counselor will meet with students and contact parent bi-weekly basis to discuss individual student progress.
- Content teachers will meet with the ESL teacher to plan and scaffold instruction, to meet the needs of ELL students.
- Infuse literacy strategies in all core content areas to increase the regents passing rate.
- Academic Intervention Services and extended day program for credit recuperation and Regents prep classes.
- Students that are not on track to graduate will be selected for our ELL team to focus on during the school year to assess student work, create assessments, and identify instructional strategies.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□38,000 of title 1 for curriculum and staff development OTPS activity code Z86Y</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Increased attendance of ELL students in day, after school and Saturday extended learning experiences. ▪ Increase of ELL students in the 2011 cohort passing Regents and earning credits towards graduation. ▪ Sign in sheets and agendas for the content teachers and ELL teacher

Subject/Area (where relevant): English

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the percentage of students who pass English Regents By June 2011 increase English Regents passing rate from 69 % to 73 % By June 2011 75% of students in each grade will accumulate the credits necessary to move on to the next grade level On average, students who are 2 years or more below grade level will increase their reading comprehension by 1.5 years</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Use data such as formative unit assessments, acuity tests, Gates McGinitie, and Regents scores to identify each student is and to monitor his/her progress toward proficiency 2. Use benchmark assessments and other assessments (such as the above) to monitor progress 3. Teach literacy across the curriculum, including 7 habits of effective readers 4. Teach a non-fiction unit that includes materials resembling those used in Regents 5. Teachers will use standards as a guide during instruction of listening, speaking, reading, and writing 6. Improve writing proficiency by modeling the Writing Process; by focusing on effective paragraph writing and scaffold writing 7. Rubrics are used in each classroom to guide students as to what is required to pass the regents exam

	<p>tasks</p> <ol style="list-style-type: none"> 8. Read more widely in class to improve students' background knowledge for the critical lens essay 9. Practice simulation of the listening and note taking task 10. Use protocols for looking at student writing in common planning
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Each teacher maintains data about each individual student 2. Improvement demonstrated in benchmark assessments, as well as in formative and summative assessments 3. Student reading responses (verbal and written) demonstrate effective use of reading strategies. Completed posters are displayed in all classrooms 4. Students demonstrate improved proficiency at comprehension of non-fiction genre 5. Standards are displayed in every classroom 6. Writing process is evident in all writing. Evidence of writing scaffolds; Extended responses improve in quantity, when measured against the state rubric 7. Rubrics are displayed in all classrooms and are used when grading formative and summative assessments 8. Reading response journals indicate increased reading and a wider range of reading 9. Listening and note taking tasks included in assessments <p>Looking at writing is scheduled on common planning agendas</p>

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase science Regents passing rate At least 75% of students enrolled in Living Environment and Chemistry will pass the Regents Examination by the end of June 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Integrate learning strategies targeted toward improving science mastery to assist special needs students and Language Learners. • Target small groups within the classrooms and use the data to differentiate teaching techniques that improve student population. • Consultation and collaboration between Special Education, ESL, and General Education teachers to improve the performance of Special Education and ESL students. • Use of varied instructional modalities (kinesthetic, auditory, visual, linguistic) to instruct students in science, writing, reading, and art skills in the lessons. • Use different types of assessment (i.e. mock Regents, unit assessments, and interim assessments) to monitor progress. Based on data collected, altering the approach and re-teaching as necessary. • Provide intervention strategies and resources through colleague and administrative observations. Provide an opportunity to attend outside PD, conferences, and schools.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>□34, 924 for Saturday Regents prep and after school credit recuperation activity GWEF5</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Students will demonstrate mastery to pass the Board Examination Regents through unit exams and interim exams including a department-wide Regents-based mid and final exam. • Students will demonstrate 80% mastery in science literacy by using science vocabulary in their class/lesson answer questions, essays, and notes. • The inquiry science students will take periodic mock regents/unit tests to demonstrate mastery (65% or better) to stay on track for graduation in their original cohort.

DRAFT

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring – Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	65	0			53	0	0	0
10	28	50			70	0	0	0
11				60	80	0	0	0
12	30	0			73	0	0	0

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Double period classes to support 9th grade ELA classes during the regular school. Additional regents preparation class for 12th grade students who have scored below passing on the ELA Regents exams and receive additional instruction on Saturday.</p>
<p>Mathematics:</p>	<p>Additional regents prep class for 10th and 11th grade students who have scored below passing on the Integrated Algebra and Geometry Regents exams and receive additional instruction on Saturday. Mock Regents and item analysis are given to identify if the students are on target to take the Regents Exams</p>
<p>Science:</p>	<p><input type="checkbox"/> Additional regents prep class for 10th grade students who have scored below passing on the Living Environment Regents exams and receive additional instruction on Saturday. Mock Regents and item analysis are given to identify if the students are on target to take the Regents Exams</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Additional regents prep class for 11th grade students who have scored below passing on the Social Studies Regents exams and receive additional instruction on Saturday</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance counselors offer services to students during individual and group sessions. Counselor’s also conduct Parental Conferences to discuss transcripts and progress in school. Students target for academic intervention services receive individual, group counseling and class intervention. Counselors may get referrals from teachers, school staff, and class observations about specific student needs. We promote student success, provide preventive services, and identify and respond to students’ needs addressing academic, career, and personal/social development.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> The School Psychologist provide services for all our IEP students and at risk students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> The School Social Worker provide services for all our IEP students and at risk students.</p>

At-risk Health-related Services:

Our counselors provide direct services to our students and families, individual student planning services, and preventive and responsive services

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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- Our school’s 2009-10 Title III program narrative and budget has been revised for 2010-11 (pending allocation of Title III funding). The revised Title III plan is described in this section.

Form TIII – A (1)(a)

Grade Level(s) 9-12 _____ Number of Students to be Served: 9068 LEP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

This academy will follow a Balanced Literacy approach with scaffolding instruction. Students will engage in activities developing their listening, reading, writing, and speaking skills. A curriculum infusing interdisciplinary topics and themes will be developed for the academy. Students will participate in a rigorous academic program to increase their English language proficiency levels, academic language, and higher-order thinking skills. The program will be from November to June 2010, from 9 am to 1 pm on Saturdays and or afterschool. Students will engage in inquiry-based learning and conduct presentations at the end of the program

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

PD workshops on ELA and Math standards will be given to in order to support the school’s initiative for the Spring Academy. Other allocations will be used to provide on-going supports throughout the school year to assist our teachers in planning and scaffolding instruction for our ELL students.

Form TIII – A (1)(b)

School: Explorations Academy _____ BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	(e.g., \$9,978)	<p>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</p> <p><u>After-School Program</u> One bilingual ESL teachers will provide direct instruction to 30 targeted ELL population for two days a week for 3 hours weekly for the duration of 18 weeks.</p> <p><u>Saturday Academy</u> One ESL teacher and one Bilingual Content teacher will provide instruction to ELLs for Saturday Test Prep Academy</p>

		128 X 49.89=\$6385
Purchased services 1. High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials 2. Must be supplemental. 3. Additional curricula, instructional materials. 4. Must be clearly listed.	(\$748.00 \$748.00 e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) 15 x 49.89= \$748
Educational Software (Object Code 199)	(e.g., \$2,000) 1950,00	(Example: 2 Rosetta Stone language development software packages for after school program) □13 X\$150=\$1,950.00
Travel	\$1,025 \$1,025	NYSESLAT Test Preparation Material from \$1025 %3Cp class=%22
Other	1,500	ELL Parents will be invited to an information session about the program, the project based trip and the final student's project presentations. This allocation will be use to facilitate the improvement of parental involvement within our ELL populatio
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Bilingual Education Student Information Survey (BESIS), and interviewing our ELL students, we found that there was great need for our parents to have translated documents in Spanish

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

Last year Explorations Academy did not have any proceedings indicating that there was a need for translation in both written and oral interpretations. This year based on our own school data we found an increased in the number of students with Spanish speaking parents. We informed our school community of our findings during our staff meetings. We hired bilingual support staff to help with the verbal and written communication

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. **Explorations have identified staff members that are fluent in languages other than English. These staff members have agreed to be available for any translations needed during the school day.**
3. **We will contact the Office of English Language Learners and request their translation materials.**
4. **Our office staff will provide written translation services.**
5. **Parent Coordinator will request translation material from the Office of ELL.**
6. **Explorations will mail home surveys to identify the need of different languages.**
7. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

8. **We will have staff available on site to translate in Spanish which is our most. In addition, we will contact the Translation and Interpretation Unit as needed.**
9. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- **Explorations will fulfill Section VII of Chancellor's Regulations A-663 by adding the regulation to our welcoming package. Parents will receive this regulation via mail prior to the opening of school, as well as, our school orientation.**
 - **Parents will be informed and will be helped in understanding this most important regulation. Explorations understand that this regulation must be mailed or given to parents within 30 days of a student's enrollment.**
 - **Explorations will also have the following forms available on site: Translation Request Form (for offices), Translation Request Form (for schools) Interpretation Request Form, Request to Translate a Foreign Language Transcript.**
 - **Explorations will send a bilingual newsletter after each marking period promoting our school wide community meeting and events.**

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
<ul style="list-style-type: none"> • Enter the anticipated Title I Allocation for 2010-11: 	\$300,398 <input type="text" value="\$300,398"/>	\$128,447	
<ul style="list-style-type: none"> • Enter the anticipated 1% set-aside for Parent Involvement: 	\$3004 <input type="text" value="\$3004"/>		
<ul style="list-style-type: none"> • Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: 	\$15,020	*	
<ul style="list-style-type: none"> • Enter the anticipated 10% set-aside for Professional Development: 	\$30,040	*	

- Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
- If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

- **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended**

that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Explorations Academy High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Small learning communities and have support personnel assigned to them based on their chosen community.
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Parent teacher conferences are held twice annually.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Student report cards are distributed 6 times a year and student promotions in doubt letters are sent home a minimum of twice a year.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.
- involve parents in planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs.
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;

- used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
 - Volunteering in my child's classroom
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

MAY 2010

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]
 - Attend School regularly, be prompt and prepared to learn
 - Complete all homework assignments
 - Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Explorations Academy will build strong parental involvement in order to make sure effective connection and to support a partnership among the school parents, and community to improve student academic achievement, through the following:

- **The State's academic content standards**
- **The State's student academic achievement standards**
- **The state's and local academic assessments including alternate assessments.**

- **The requirements of Title I, Part A**
- **How to monitor their child's progress**
- **How to work with educators.**
- **Support parents in their role as the first teacher through workshops and activities, development in order to help parents comply with the Chancellor's Regulations.**
- **Conduct monthly Parent Association meetings.**
- **Provide activities and workshops which promote home/school community partnership.**
- **Increase the level of awareness of grade level expectations through information workshops and training.**
- **Distributing notices, letters, invitations to celebration and school meetings in the language spoken by the parents.**

Sample Template for School Parental Involvement Policy:

I. General Expectations

Explorations Academy agrees to implement the following statutory requirements:

- **The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.**
- **The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.**
- **The school will incorporate this parental involvement policy into its school improvement plan.**
- **In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including**
- **providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.**
- **The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.**
- **The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:**
 - **Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:**
 - **that parents play an integral role in assisting their child's learning;**
 - **that parents are encouraged to be actively involved in their child's education at school;**
 - **that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.**
 - **The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Addressing the literacy deficit is a continuous challenge at Explorations Academy. In an attempt to create literacy capacity that promotes successful learning we modified the instructional structures, systems, processes and policies. Scheduling and programming were adjusted to increase available time for reading writing by creating a double period for English instruction in the 9th grade. In addition, we are using achieve 3000 for all our level one students to increase the reading comprehension levels.

As we analyzed our school's data, including School Report Cards, Progress Reports, Quality Review and Environmental Survey, DYO periodic assessments, ARIS, as well as results of Inquiry Team action research, we noted the following: Explorations Academy closed the achievement gap in the lowest third citywide regents in ELA and Math. An increase in credit accumulation for all students was noted. An increase in the number of students passing regents exams was also noted. While the overall results indicate an increase in the number of credit accumulation of all Cohorts, the overall graduation rate still need improvement.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) We continue to provide opportunities for our over aged and under credit students, through after school and Saturday program as well as individual and grouping counseling. In addition, infusing differentiated instruction strategies across all content areas to improve graduation rate and increase the academic success for all of our students
- c) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o **We use assessing for Learning strategies in all our classes a method for assessing student learning. This is an instructional strategy based on scientific research. The strategies include: Using learning targets and criteria for success for all lessons, Using higher level questioning techniques (Bloom Taxonomy), Model or explanation of the learning was given to students prior to practice, assess understanding of all students to make sure they understand the task , students work in small group or in pair to complete a task or activity, collects and uses multiple sources of information to assess learning**
 - o **We increase the amount and quality of learning time by providing an extra-period of ELA for in coming 9th graders that are level one, also we have an after school and Saturday program for those students with ELA deficits. The staff schedule was adjusted for daily common planning to focus on writing and reading compression across the curriculums. During this common planning time our teachers engage in collaborative inquiry, department inquiry and assessing for learning.**
 - o Help provide an enriched and accelerated curriculum.
 - o **Explorations Academy has partnered up with Lehman College, through the College Now program. Students have the opportunity to take courses for college credit, if they are able to pass their English and Math A or Integrated Algebra with at least a 75%. In addition, we offered honors classes and AP English class.**

- We have an accelerated early graduation program. Students in the program will have the opportunity to complete their graduation requirement in three years. They can continue taking college classes through the College Now program at Lehman College or advance to the college of their choice
- Meet the educational needs of historically underserved populations
- **. □Our school wide reform strategies meet the needs of historically underserved populations. We serve 80% Latin and 20% African American with 90% of our students being disadvantage. By the time our students graduate we have 70% of our students meeting or exceeding state standards.**
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- □Our advisory system is designed to develop a relationship between the advisor, student and family through continuous contact and communication related to individual student's needs and achievement. The school's physical environment promotes students achievement through bulletin boards and wall displays recognizing perfect attendance, honor roll, individual and class performance.
- Are consistent with and are designed to implement State and local improvement, if any.
- □Our strategies are designed to meet state and local standards as per our progress report.

3. Instruction by highly qualified staff.

4. □All our staff are highly qualify as per DOE and state regulations.

5. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

6. A comprehensive Professional development plan for the year was develop for our teachers participate in a monthly PD on the following topics:What is Differentiated Instruction, Differentiated Instruction: Grouping Practices, Understanding by Design: The work of Grant Wiggins, Reading In The Content Area: We are all teachers of reading, Student Assessments: How do we involve students in the development of Rubric, Students with Special Needs: How do we teach the ELL or Special Education Student in our classroom?Peer Walk-Throughs: A valuable tool for nurturing professional growth among teachers, Why must we consider Learning Styles?

7. Strategies to attract high-quality highly qualified teachers to high-need schools.

□To be able to attract high quality teachers we have relationships with Lehman College, Teach for America and the Fellows program. In addition, we adverse in the DOE open market to bring certify or qualify teachers. Our school has an interview committee to assess teaching and learning through demo lesson and teacher interview.

8. Strategies to increase parental involvement through means such as family literacy services.

9. We have implemented many initiatives to address the needs of all student by fostering active parent involvement throughout the school year.Community mailings are regularly generated by the Parent Coordinator informing the parents of monthly events, school attendance and student achievements.The school a Parent Association to outreach to families and are invited and involved in making school based decisions through the School Leadership Team

10. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

11. NA

12. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
13. Our staff participates in on-going daily on-going professional development through common grade level and department to looking at student work, use assessing for learning strategies and analyze their summative and formative assessments. By doing this we enhance collaboration, professional growth and increase students' academic achievement. In addition, our teachers are conducting their own intern assessment and mock regents to use student data to improve over all instruction.
14. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
15. At the beginning of the year we analyze the students 8th grade ELA and Math score and the students take additional assessments to measure individual students need. Once in the school we monitor the student progress before they attempt to take the State Standardize exams. For students who are in need of additional support we provide after school and Saturday programs. We also provide mock regents and acuity predictors to address mastery of the content. For students who failed the standardize exams we offer an additional regent prep classes
16. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
17. NA

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool <i>(Refer to</i>	(✓) Verification that the school has
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Reminder: 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
MAY 2010

	Local)	in the Schoolwide Program (✓)			Galaxy for school allocation amounts)	met the intent and purposes of each program whose funds are consolidated.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal					
Title I, Part A (ARRA)	Federal					
Title II	Federal					
Title III	Federal					
Title IV	Federal					
IDEA	Federal					
C4E	State					
Tax Levy	Local					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 1. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 2. Help provide an accelerated, high –quality curriculum, including applied learning; and
 3. Minimize removing children from the regular classroom during regular school hours;

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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

4. Coordinate with and support the regular educational program; NA
5. Provide instruction by highly qualified teachers; NA
1. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; NA
2. Provide strategies to increase parental involvement; and NA
3. Coordinate and integrate Federal, State and local services and programs. NA

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APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR² Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

- Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

8 students

- Please describe the services you are planning to provide to the STH population.

We provide our STH population with preventive services, and identify and respond to students' needs addressing academic, career, and personal/social development. Our counselors make referrals to Children Aide Society for additional support. We provide financial help as needed with school uniform and other instructional school materials. Our STH students participate in free college and career workshop provided by Children Aid Society

Individual and Family Counseling

After school and Saturday tutoring and regents prep

Financial assistant for school uniform and Instructional material

Part B: FOR NON-TITLE I SCHOOLS

- Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

- Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
- Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-2011

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Explorations Academy						
District:	12	DBN:	12X251	School		321200011251	

DEMOGRAPHICS

Grades Served:	Pre-K	3	7	11	v		
	K	4	8	12	v		
	1	5	9	v	Ungraded		
	2	6	10	v			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				83.0
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		167	122				
Grade 10		89	90				
Grade 11		60	88				
Grade 12		44	70				
Ungraded		2	0				
Total		362	370				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			88.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		84.1	84.1

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			15

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
			0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	Principal Suspensions			50
# in Collaborative Team Teaching (CTT) Classes		44	55	Superintendent Suspensions			15
Number all others		24	24				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants			0
Early College HS Program Participants			0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			26
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			4
# receiving ESL services only		48	TBD	Number of Educational Paraprofessionals			2
# ELLs with IEPs		17	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			112	% fully licensed & permanently assigned to this school			92.0
				% more than 2 years teaching in this school			42.3
				% more than 5 years teaching anywhere			30.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			76.9
American Indian or Alaska Native		0.0	0.0	% core classes taught by "highly qualified" teachers			81.5
Black or African American		31.2	28.9				
Hispanic or Latino		66.6	68.4				
Asian or Native Hawaiian/Other Pacific		0.6	1.4				
White		1.4	1.4				
Male		50.8	50.3				
Female		49.2	49.7				

2009-10 TITLE I STATUS

Years the School	2007-08	2008-09	2009-10	2010-11
v			v	v
Title I				
Title I				
Non-Title				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)	If yes,				
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

Phase	Category
In Good	Basic Focused Comprehensive
Improvement Year 1	v
Improvement Year 2	
Corrective Action (CA) – Year	
Corrective Action (CA) – Year	
Restructuring Year 1	
Restructuring Year 2	
Restructuring Advanced	

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level	Secondary Level
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students							
Ethnicity							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	80.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the</i>	8.9	Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the</i>	16.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the</i>	48.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:	6	Quality Statement 5: Monitor and Revise	

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN6	District 12	School Number 251	School Name Explorations Academy
Principal Susana Hernandez		Assistant Principal Robert Drach	
Coach Michael Goncher		Coach	
Teacher/Subject Area Lillian Velez - ESL		Guidance Counselor Raul Garcia	
Teacher/Subject Area Tammy Nin-Bilingual Teacher		Parent	
Teacher/Subject Area Vega-Feliciano Nelson		Parent Coordinator Linda Spence	
Related Service Provider Rodriguez Milagros		Other Santiago Alfonso	
Network Leader Jimenez Maria Christina		Other Rodriguez Yadhira	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	378	Total Number of ELLs	68	ELLs as Share of Total Student Population (%)	17.99%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

Paste response to questions 1-6 here

Home Language survey is conducted by the Community Assistant, Ms. Rodriguez. She gives students an informal oral interview in English and conducts a formal initial assessment in literacy and numeracy. The assessment includes a reading comprehension and basic arithmetic and pre-algebra and algebra questions.

- LAB-R is administered to new comers (over-the-counter) by Ms. Nin and Ms. Lopez, ESL Teacher and ESL Coordinator. To determine Spanish language proficiency, Ms. Batista NLA Teacher, administers the Spanish Lab.
 - Students who are identified as ELLs are evaluated annually using the NYSESLAT. Data is evaluated to determine program placement (e.g. the number of hours in ESL classes).
 - Common Planning Time is used among all teachers, on all grades, to monitor language progress for all ELLs. Furthermore, to emphasize consistency both on a horizontal and vertical levels, content teams meet weekly to monitor progress among target populations, which include our lowest third in each grade which include most of our ELL students.
 - Students who are matched to our school by OSEPO come for orientations in, July and August.
 - During the intake process, Ms. Rodriguez, Community Assistant and Ms. Fuentes, Guidance Counselor explains to parents and students that Explorations offers a Freestanding ESL program.
 - Parents and students who determine that our model is the best match for them enroll in Explorations
 - Upon arrival, they are placed in classes which allocate English and Spanish language instruction according to their needs, transitioning fully into English-language classes with Freestanding ESL classes.
 - Ms. Rodriguez, Community Assistant and Ms. Lopez, ESL, Coordinator create entitlements letters each fall based on student performance on the Lab-R (newcomers) and NYSESLAT (returning ELL students).
 - These letters are mailed out to all parents; and copies of each letter are left in the main office and guidance counselor's office.
- 4 After our guidance counselor review the Home Language Survey, and after ESL coordinators conduct the LAB-R and Spanish LAB, students in each cohort are placed into one of four groupings based on language proficiency.
- Students are placed by level into one of three remaining classes:
 - ADVANCED STUDENTS are in a freestanding ESL class daily for 1 period a day for a 240 minutes a week.
 - INTERMEDIATE STUDENTS are in a freestanding ESL class daily for 2 peridos a day for a total of 480 minutes per week.
 - BEGINER STUDENTS are 3 periods a day of freestanding ESL class daily for a total of 720 minutes week.
- 5 According to the data collected at our school, parents at Explorations Academy are supportive of the freestanding ESL instruction in our school. In particular, parents have commented that they appreciate the how we support our ELL students to gradually transition into academic English. They are also pleased with the focus of instruction: high expectations with high support (scaffolding, Criteria for success/understanding, Assessing for Learning)
- Explorations Academy monitors how our content teachers, strive to ensure that all necessary content and skills are given to each student with sound linguistic methodologies. Through our freestanding model, it is expected that all students will leave Explorations Academy with college-readiness for all major academic subject areas.
- Yes. As described above, our parents have expressed satisfaction in the current ESL program models. We will emphasize the needs of these models in our hiring, programming, and scheduling decisions. We will also incorporate the ESL models in the annual CEP school wide goals. Furthermore, these will be used to carry out professional development for all teachers.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										30	19	7	12	68
Push-In														0
Total	0	0	0	0	0	0	0	0	0	30	19	7	12	68

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	23
SIFE	6	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	38

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 special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	21	1	0	9	2	1	38	3			68
Total	21	1	0	9	2	1	38	3	0		68

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____ Asian: _____ Hispanic/Latino: _____

Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										29	16	7	11	63
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1		1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	2			3
TOTAL	0	30	19	7	12	68								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - c. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 At Explorations Academy, we have several organizational models to deliver instruction. First, instruction is delivered to all students in freestanding ESL classes. Next, students with specific instructional needs receive additional Academic Intervention Skills English class. These students also use an online literacy program (Achieve 3000) which adjust to students reading level and have an auditory visual component to address the need of our ELL. Finally, all teachers meet in both grade team meetings and content area meetings to work collaboratively to design instructional delivery.
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
 At Explorations, all students are placed into homogeneous class by grade based on students' level of English and passing scores on Regents and other assessments. Classes are created based on grade level; that is, 9th grade students are placed in 9th grade classes. In the 10th

and 11th grade, students continue in grade-level classrooms with the exception of a few students who travel to other classes only during certain periods of the day based on academic needs and Regents performance.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? Students are scheduled in the allocated time for ESL, ELA and NLA classes with licensed teachers in all areas.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

In science classes, instruction is delivered according to the English proficiency level of each classroom. Approximately one of four grade-level classrooms is categorized as Freestanding ESL and thus receives instruction in English with support in Spanish. . When applicable, additional classroom support is given to target students through an additional Science Skills class. Employed inquiry-based instructional approaches vary from Think-Pair-Shares, Work Group Collaborative, differentiated instruction, Bloom's Taxonomy, Technology-rich lessons, and Assessing for learning strategies.

In history, instruction is delivered in either Spanish and/or English with differentiation and tiered instruction according to the English proficiency of the students in the 9th grade. In 10th grade, and 11th grade delivered of instruction is in English with and additional content Skills class. To facilitate understanding and comprehension, we use scaffolding; Assessing for Learning, and project based learning. Literacy strategies are infused within the content instruction. Students receive instruction as a whole group, in small groups, and independently. In order to make content comprehensible, students are exposed to a variety of materials via technology.

In English, instruction is delivered in either English for advance student with differentiation and push- in according to the English proficiency of the students. In addition, an additional Literacy Skills class to support is offered to all students in first and second language classes. ESL and NLA support concepts and skills embedded in ELA New York State Standards and performance indicators. .

In mathematics, instruction is delivered according to the English proficiency. In 9th grade, one out of four classrooms has a bilingual tutor to support the beginners. In the 10th grade and 11th grade, we have a bilingual paraprofessional to support intermediate and advance students. Although students are grouped according to their proficiency in language or the number of Regents exams passed, depending on grade level, the range of students' proficiency in mathematics is broader than other subject areas. This leads to differentiated instruction in each classroom and push-in sessions to meet the needs of all students in all programs.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

Students who are recognized SIFE receive additional skills classes. In addition, content ESL teacher and Paraprofessional provide pull-in with these students and after school tutoring. Teachers also meet in content inquiry teams and grade teams to discuss these students' needs, strengths, weaknesses, and progress and determine effective teaching strategies. Students are arranged in both heterogeneous and homogeneous groups according to English proficiency.

In Science, SIFE are promptly given diagnostic content tests to gauge target areas. After-school and Saturday tutoring services are then provided to strengthen weak content-area knowledge.

In Math, SIFE are placed in the same learning environment according to their needs in math. After-school tutoring for the target population will include SIFE students that need intense intervention to advance them to the current level of instruction. When the Push-In method is used in mathematics classrooms, one of the teachers will provide extra support for SIFE students during the lesson.

Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

In the ninth grade, these diagnostics are used to place students in appropriate (ESL Classes) according to their proficiency. Students receive the required number of minutes in ESL, along with Native Language classes. In the 10th and 11th grade, students are prepared for the ELA regents with the expectation that they will pass and have the opportunity to enroll in AP Language classes in 11th and 12th grade. In 11th grade students prepare for the SAT, and students who have not passed the ELA Regents take regents prep classes. Students who qualify will take AP English and Spanish classes. Students who are still designated beginners receive double period blocks of ESL in addition to Push-in instruction in ESL. Students receive after school tutoring and Saturday academy, school for additional support in preparation for ELA Regents.

In math, 9th grade students are taught in English with native language support. As students progress, native language supports are gradually withdrawn to accommodate students' growing English proficiency levels. By 11th grade, students are expected to learn at the regent's level, in English.

In Science, one of the four 9th grade classrooms receives instruction in their native Spanish language. Additional support materials consist of distributable lessons in the native language as well as online materials. Teachers provide continuous periodic assessment (diagnostic, formative, summative, and predictive exams) to help focus and gauge the effectiveness of content, language, and critical thinking skills acquisition.

c. Describe your plan for ELLs receiving service 4 to 6 years.

In Students receiving long-term ELL services are placed in classes to meet their needs. They receive double period of literacy and core content classes with a smaller class size. Many of these students are also part of the inquiry team target populations, where teachers focus on their specific learning needs and create interventions strategies. In addition, tutoring is provided based on individual needs of the students. The students are monitored to check the progress they are making and to address their learning needs. All students are expected to complete the requirements for graduation within the four years. Additional support is provided w

. Describe your plan for Long-Term ELLs (completed 6 years).

For our long-term ELLs, we have continued to differentiate according to the students' specific literacy deficiencies and strengths. While some long-term ELLs have received extra skills class others continue with mainstream ELA classes.

e. Describe your plan for ELLs identified as having special needs.

For our special needs students, we have a special needs teacher who supports and enriches students' learning based on their individual IEP. We have one Special Ed teacher per grade; the teacher will follow the students as they are promoting from one grade to another. All Special Ed teachers push-in in two content area and pull- out to support our IEP student's instructional needs. The Special Ed teachers meet with the content teacher for the grade on a weekly basis to discuss instructional strategies such as differentiated scaffolds in order to accommodate all types of learning modalities.

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

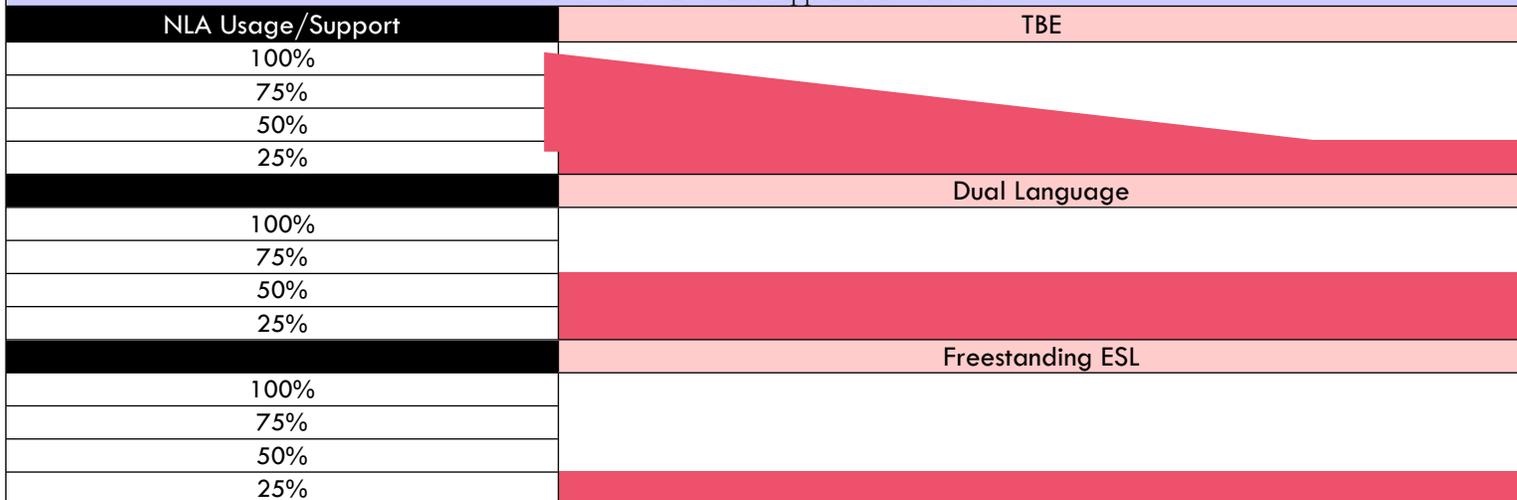
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted interventions programs for ELLs in ELA, math, social studies and science include regularly scheduled skills classes for students scoring low on Regents and/or in-house periodic (DYO) assessments. In general, these skills classes are differentiated according to the student level and have audio and visual strategies.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Students who have reached proficiency on the NYSESLAT continue to learn from content area teachers capable of differentiating instruction. Per our professional development programs for all teachers, scaffolded instruction is provided to proficient students as they deepen their understanding of content areas in English.

7. What new programs or improvements will be considered for the upcoming school year?

Next year, we will begin its integrated technology courses to provide PBL (Project Based Learning) . In addition, the school will help ELLs by incorporating an on-line SAT program and a Literacy Program (Achieve 3000). Next year we would like to offer a Bilingual Transitional Program.

8. What programs/services for ELLs will be discontinued and why?

None

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

There is little to no conflict between these subgroups and other students in our school. All students in recognized good standing are allowed to participate in after school athletic programs such as our basketball and baseball, Soccer, Drama and Volleyball. An after school program is also available to all ELLs, supported, in part, by a grant that allowed us to purchase necessary instruments, equipment, and sheet music. All our ELL students are also eligible for our enrichment program sponsored through Title III. This program, which meets after school and on most

Saturdays throughout the year, allows students to experience several levels of hands-on academic learning and engagement via various fieldtrips.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Technology is provided in every classroom to support the instruction for ELLs. In particular, each classroom is fitted with a projector, computer with Internet access, and overhead speakers to allow for enhanced auditory learning. Classroom libraries, organized by level are all present in each classroom. If appropriate learning materials are not available, all teachers have access to two copy machines and an ample supply of copy paper so they can create to support instruction. Teachers work in collaborative interdisciplinary teams as well as content teams to come up with ways of amplifying and deepening material for ELLs. This practice will be expanded to include smart board, Ipodcasting school-wide set of iPods, classroom computers, and other forms of technology support. The school will continue to provide ample chart paper, bulletin board paper, and additional supplies to teachers to ensure a print-rich environment for all ELL students.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

Native Language Arts (Spanish) is offered by certified instructors for at least 45 minutes daily to all ESL students. Many students in freestanding ESL programs are offered courses in regent prep and AP Spanish in the future.

12. Do required services support, and resources correspond to, ELLs' ages and grade levels?

Yes. All required services and support at Explorations for ELLs corresponds with their ages and grade levels (9th through 12th grade). Social services, guidance, and parental support also correspond directly with student ages and grade levels.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

A one-week orientation for new ELLs is conducted every over the Summer. One-day orientations are also offered for students and parents. During these orientations, students are parents are given instruction in various aspects of the school, including student uniforms (dress code), overall academic comportment, and the school's expectations with regard to academic progress. Parents and students are also provided with interactive ways to learn about the school's online ARIS tools. These skills are further developed with a series of workshops for parents offered by the parent coordinator and guidance office. Once students arrive in September, the 9th grade cohort, in particular, conducts a series of grade-level meetings to further help the students understand the overall expectations and daily routines of the school. .

14. What language electives are offered to ELLs?

All ELL at Explorations Academy are given opportunities to take lessons in NLA (Spanish), ESL, and ELA. They complete their language requirements for advanced Regents diplomas through their lessons in NLA. In addition, French is also offered.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

For all Explorations teachers, professional development for ELLs is on-going and differentiated depending on teacher experience and needs. All new teacher attend in-house professional development usually focuses on Differentiated Instruction and Assessing for Learning Strategies. Throughout the year all teachers are offered support through Lesson Clinics with coaches, team leaders and/or administrators trained in ELL methodologies. For teachers new to ELLs, these clinics happen at least weekly; some teachers receive more attention if necessary. Experienced teachers meet periodically with coaches, team leaders, and administrators, but are generally supported and lend their experience through interdisciplinary Common Planning Time and in school-wide content meetings.

All teachers are given several formal and informal observations each year from administration. When these observations occur, administration uses a "walkthrough" tool created to address the special needs of ELLs in our classrooms. By checking through the various categories listed on

Part V: Assessment Analysis

opportunities to brainstorm and work together on various issues regarding the ELLs in their classrooms. Together they create and monitor strategies for improvement.

Enter the number of ELLs for each test, category, and modality.

During peer to peer observations, teachers examine the way they are collectively meeting the needs of ELLs in their classrooms. Teachers often

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total														0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

Executive Board.

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here . What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

We see a gradual growth in proficiency from 9th grade to 11th grade. In 9th grade, most students are beginners. This number reduces in 10th grade, and reduces even further in 11th grade so that most students are intermediate, advanced, and proficient. Additionally, our data reflects our intake from year-to-year. Cohorts with a higher number of newcomers (such as the 10th grade, above) demonstrate higher numbers of beginner students at the end of their first year.

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
Our early emphasis on reading and writing is apparent through the rapid increase in these scores through the 9th and 10th grades. Our Inquiry Team work in literacy in these grades impacts these results so that by 99th grade, more students are intermediate, advanced, and proficient. College Prep work will be implemented even earlier in coming years (periodically in 9th and 10th grades) to move students as quickly as possible into academic proficiency in English reading and writing. Our Blended Learning initiative will help us to use technology to

higher reading skills on the ELE (Spanish-language exam). We use what we know about literacy in the native language to inform programming and instructional decisions in English.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

This year, we have chosen to implement DYO Periodic Assessments instead of the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Native Language Instruction is provided in content areas for support in our TBE classrooms and through Native Language Arts and AP Spanish in 11th grade. Our English literacy teachers have created DYO Periodic Assessments this year which are aligned to the ELA Regents but provide scaffolding for ELLs at different levels. Teachers keep periodic assessment folders for each student. In Literacy Institute, students review the results of each assessment and record their scores on each area of the ELA Regents writing rubric so that they can track their progress over the year. Students reflect on their progress and set goals for improvement. Teachers intervene when students fail to meet goals with after-school tutoring and Saturday academy.

4. For dual language programs, answer the following:

a. How are the English Proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

5. Describe how you evaluate the success of your programs for ELLs.

We evaluate success regularly through student progress reports and periodic assessments. In addition, we identify and monitor academically at-risk students each marking period through our Academic Learning Support Unit. Students are identified as being at-risk based on classes failed, credit accumulation, attendance, and Regents accumulation. Interventions are implemented based on need. As we evaluate the success of our programs in an ongoing way, we also make changes to pull-out/push-in schedules, schedules and programs, and after-school or Saturday programs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 12x251

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$300,398	\$128,447	\$428845
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3003	\$1284	\$4287
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15019	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$30040	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$252,336	✓	27 – 30, 39 - 41
Title I, Part A (ARRA)	Federal	✓			\$127,163	✓	27 – 30, 39 - 41
Title II, Part A	Federal			✓	\$	✓	

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	✓			\$15,000	✓	23 - 26
Title IV	Federal			✓			
IDEA	Federal	✓			\$60,907	✓	27 - 30, 39 - 41
Tax Levy	Local	✓			\$2,118,685	✓	27 - 30, 39 - 41