



**NEW EXPLORERS HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: NEW EXPLORERS HIGH SCHOOL X547**  
**ADDRESS: 730 CONCOURSE VILLAGE WEST**  
**BRONX, NY 10451**  
**TELEPHONE: 718-292-4150**  
**FAX: 718-292-5887**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** X547      **SCHOOL NAME:** New Explorers High School

**SCHOOL ADDRESS:** 730 Concourse Village West, Bronx New York 10451

**SCHOOL TELEPHONE:** 718-292-4150      **FAX:** 718-292-5887

**SCHOOL CONTACT PERSON:** Jacob Hobson      **EMAIL ADDRESS:** [Jhobson2@schools.nyc.gov](mailto:Jhobson2@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Cindy Franza

**PRINCIPAL:** Jacob Hobson

**UFT CHAPTER LEADER:** Michael Zagarell

**PARENTS' ASSOCIATION PRESIDENT:** Consuelo Bacote

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Shannlis Lee Lewis

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 7      **CHILDREN FIRST NETWORK (CFN):** 551

**NETWORK LEADER:** Marge Struk

**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
Jacob Hobson	*Principal or Designee	
Michael Zagarell	*UFT Chapter Chairperson or Designee	
Consuelo Bacote	*PA/PTA President or Designated Co-President	
Gladys Drew	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Miriam Martinez	DC 37 Representative, if applicable	
Shannlis Lee Lewis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cindy Franza	Member/ Assistant Principal	
Dianne Spears	Member/Parent	
Jonathan Drew	Member/student	
Joshua Spears	Member/ student	
Evelyn Baez	Member/Parent	
	Member/	
	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.

---

New Explorers High School is a small high school of 349 students sharing the Mott Haven Educational Campus. Our vision is to foster career and college readiness by developing responsible, driven, knowledgeable students dedicated to the pursuit of excellence. To this end, the school is partnered with Fordham University, which is also our PSO. We have integrated drama, Visual Arts and music as part of the programs we offer our students. These programs are going to gradually be infused into the curriculum across all grade levels and disciplines. We have several programs that foster students' social, emotional, and intellectual growth, as well as their physical health, facilitate by our CBO-Career Visions, which received a grant for \$150,000 for two consecutive years to work with freshman and sophomores on drop out prevention, developing long-lasting effective study habits and habits of mind. Our advisory program in the 9<sup>th</sup> grade supports students in developing learning goals for themselves and setting benchmarks to ascertain their progress towards achieving their goals. In addition to this, we have created a double block for ELA for every freshmen class. This literacy-based program focuses on developing writing and reading habits that will prepare students for the subsequent academic years as well as college. Double mathematics block will be offered in the spring semester for those students in 9<sup>th</sup> and 10<sup>th</sup> grade who still need to successfully pass the Integrated Algebra Regents. Continued support for all students takes place during Attendance Team Meetings, where the counselor, social workers, CBO, and other members of the staff have scheduled weekly meetings to discuss students' intellectual social and emotional needs that will support them in staying in school.

**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 6-9 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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<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 type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(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				
				Number of Administrators and Other Professionals				
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals				
(As of October 31)	2007-08	2008-09	2009-10					
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input 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):	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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?
- 

- Progress Report: Our 2009-2010 Progress Report reflects the following performance trends:
- We moved from a C to a D.
- We received an A in School Environment, an F Student Performance and a D in Student Progress in our Progress Report.
- We received no additional credits.
- The Progress Report shows that only 62% of students are receiving 10+ credits first year, 50% of students in the lowest 1/3 are receiving 10+ credit first year, 65.2% of students are receiving 10+ credits second year, 56% of students in the lowest 1/3 are receiving 10+ credits in second year, 62.2% of students are receiving 10+ credits in third year, and 38.5% of students in the lowest 1/3 are receiving 10+ credit in third year.

Quality Review: Our 2009-2010 rating on the Quality Review was "Under Developed with Proficient Features." The following are some of the commendations for what the school does well:

- The school provides after-school programs in partnership with community-based organizations to support students and families.
- Students with under-credited status attend the after-school and Saturday programs to support their needs and acquire the required instructional time required to make progress in their classes. The school has partnered with organizations that seek to motivate these students to complete their credit requirements, working in tandem with other interventions to help prevent them from dropping out of school.
- The school has developed a sports program to use as leverage to motivate students with their academics. With the high percentage of males in the school, the coach addresses these students' concerns, with one-on-one meetings providing needed social and emotional support. As a result, many of these male athletes have contributed to championship wins in a variety of sports.
- To improve instruction, the school leader provides teachers with instructional support and professional development opportunities that meet their needs.
- The principal's planning for the professional development is a result of the trends observed by the administrators during their formal and informal classroom visits. Recommendations are used to assign coaches and send teachers to professional development sessions to enhance their learning and teaching. The principal meets with individual teachers to discuss

observations and to set goals to help teachers refocus and enhance their planning and lesson delivery.

- School-wide instructional decisions are aligned to the goals set out in the Comprehensive Educational Plan.
- School-wide goals are based on the areas in need of improvement identified by the New York State Education Department. The school uses clinics on assessment to provide teachers with a venue to review and analyze student cohort data. During content meetings, teachers analyze data and regroup students in small instructional groups to hone in on the skill sets students need for academic improvement. As they identify these subgroups, they revamp the school schedule to address students' general academic needs.
- The school leader communicates school-wide goals during faculty conferences, parent meetings, and town meetings with students in order to build a coherent understanding of the needed instructional focus.
- The principal engages teachers in conversations which review students' achievement in relation to their age, and they use this information to set nonnegotiable goals for students in the areas of behavior, academics and attendance. Teachers convey this information to students and use these goals as guidance in better supporting students.
- The school principal conducts walkthroughs with staff and parents to ascertain the extent to which the school-wide goals displayed in the hallway align with the student work posted on bulletin boards and with classroom instruction.
- Their reflective conversations lead to parents forming part of the decision making process for school improvement.
- Formal and informal observations and one-on-one conversations with teachers serve as leverage to evaluate systems and structures and long-term plans of action.
- The school's leaders meet on a regular basis to discuss their findings from formal and informal class visits. They hold one-on-one meetings with teachers to provide immediate feedback for their improvement. Teachers use these recommendations as an entry point to fine-tune their planning and lesson delivery. Some teachers request additional challenges for the improvement of their practice by offering accelerated courses to students. Other teachers look forward to participating in additional professional development sessions to enrich their practice.

The Quality Review outlined the following Recommendations for Improvement:

- Ensure that teachers' feedback consistently informs students and their parents about areas in which they do well alongside specific details of the next steps needed to attain short-term and long-term goals for academic improvement.
- While there is some evidence of rubrics being used to assess student work, teacher feedback lacks detailed comments with clear next steps to help support student learning. The feedback given is neither rigorous nor challenging enough to enable students to reach higher levels of learning.
- The absence of students' differentiated goals means there is no evidence of interim checkpoints to monitor progress. Because there is no clarity amongst students about these goals, these cannot be shared effectively with parents. As a result, conflicts with parents arise during conferences at report card time.
- Develop a systemic approach towards school-wide lesson delivery that engages students and develops their sense of responsibility towards their academic growth.
- Although lesson plans are reviewed on a frequent basis, students continue to be unengaged in some of their classes. In addition, they are unable to articulate what they learn across content areas or connect their learning to real life situations.
- Classroom instruction and lesson activities are not planned to take into account students' learning styles and existing proficiency so that they can accelerate their learning. A lack of

purposeful student groupings means that students are not challenged in their thinking and so their needs are not always suitably accommodated.

- Enhance the rigor of instruction school-wide, by content area, grade, and classroom, by using standards-based curricula that meet the differentiated needs of student subgroups.
- There is an evident disconnect between the instruction in the school and what the State's standards-based curricula require.
- Although some teachers have developed lessons aligned to the standards, teachers use too few differentiated instructional strategies. In addition, the level of questioning is low and does not challenge students to think critically on a consistent basis. Classroom instruction does not provide sufficiently rigorous learning opportunities for students to continue achieving academically.
- Build on the structured teacher teams engaged in collaborative inquiry by promoting more specific instructional focuses to support the needs of targeted students.
- Teacher teams meet on a weekly basis to discuss data analysis and strategies that will help students progress. Nonetheless, their conversations and instructional decisions lack focused discussion that
- Leads to teachers addressing students' individual needs and therein improving academic progress.
- Implement a systematic evaluation process to build consistency and coherence in the curriculum, instruction and assessments in order to improve teaching and learning.
- While school-wide goals are set out in the Comprehensive Educational Plan, there is no evidence of interim measures of progress to assess the effectiveness of the instructional and organizational decisions made thus far. The school has no strategic monitoring process in place to evaluate progress made towards its long-term goals.
- The school lacks a systematic process that measures the effectiveness of its teacher teams and how their work aligns to the expectations for the curriculum, instructional delivery, and assessment. Although teachers meet regularly to discuss student progress, there is no clear way of assessing how this work provides them with the essential tools to build capacity within their teams.

Some of our obstacles are:

- ◆ As a shared campus, we have physical space limitations.
- ◆ Teacher turn-over is in double digits every year and that necessitates added mentoring and individualized professional development.
- ◆ Attendance and lateness of students continue to be a problem.
- ◆ The growing special education population has many needs.
- ◆ The majority of our students come to us in Levels 1 and 2 in reading and math.
- The building is very cold. The temperature in many of the classrooms, hallways and cafeteria is 61 degrees.
- One of the two gyms on campus that are designated for the high schools is still being repaired. Once that one is repaired, construction will start in the other gym. This causes major crowding in the gym because four high schools are using the same gym.

**NOTE: The school has been notified that we are no longer on the SURR list for ELA.**

## 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.

---

**All five goals address the needs of the school as stated in the Progress Report and the Quality Review.**

- 1. By June 2011, New Explorers will narrow the gap in attendance rate from the NYC average by 3% (from 83.5 % to 86.5%) as measured by monthly PAR reports.**
- 2. By August 2011, students in Cohort N will demonstrate a 10% increase in passing grades of 65% or higher on the English Regents Exam as compared to students in Cohort M.**
- 3. By August 2011, students in Cohort P will demonstrate a 10% increase in passing grades of 65% or higher on the Integrated Algebra Regents Exam as compared to students in Cohort O.**
- 4. By August 2011, students in Cohort P will demonstrate a 10% increase in students earning 10+ credits as compared to students in Cohort O.**
- 5. By August 2011, students in Cohort N will demonstrate a 10% increase in students earning 10+ credits as compared to students in Cohort O.**

**NOTE:** Cohort was used in the goals instead of grades because cohorts are comprised of students that have entered the school together in 9<sup>th</sup> grade and complete their academic journey in four years together in 12<sup>th</sup> grade. However, because students fail classes and do not accumulate the necessary number of credits to move as a cohort to the next grade, they have to make up the missing credit apart from their cohorts. In other words, students may be in Cohort N (11<sup>th</sup> grade) but are taking classes with 10<sup>th</sup> or 9<sup>th</sup> grade students in order to make up missing credits.

**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):** ATTENDANCE

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, New Explorers will narrow the gap in attendance rate from the NYC average by 3% (from 83.5 % to 86.5%) as measured by monthly PAR reports.</b></p>
<p><b>Action Plan</b> 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"> <li>• <b>The formation of a dedicated Attendance team that will meet weekly on attendance issues. This team will be comprised of the assistant principal, the attendance teacher, social worker, guidance counselor, attendance school aides and the community associate.</b></li> <li>• <b>Each grade will have an attendance point person responsible for looking at the RDAL (Daily Absence List) and monitoring and tracking attendance data to discuss at the weekly meeting.</b></li> <li>• <b>The attendance teacher will cross reference attendance with social worker to ensure that students on the absence list are not students who are suspended for long term illness.</b></li> <li>• <b>The (RCUA) - Cumulative Absence Report will be reviewed bi-monthly by the team. This will inform the work of the social worker and the visits to be conducted by the attendance teacher.</b></li> <li>• <b>The attendance team’s work will include 4 benchmarks to ensure meeting the attendance goal. The attendance rate goal for October 1<sup>st</sup>, 2010 is 80%, 80% will be maintained by November 1<sup>st</sup>, 2010, 82% will be the goal for January 1<sup>st</sup>, 2011, 83.5% will be the goal for April 1<sup>st</sup>, 2011 and by June, 2011 a minimum goal of 85% will be met.</b></li> <li>• <b>A list of the daily absences will be posted prominently for both students and staff to review for accuracy and corrections.</b></li> <li>• <b>Teachers will receive daily ATS attendance information, i.e. absentee lists, cutting lists. Teachers will also use the information for targeted grade team interventions.</b></li> </ul>

- Daily scans of absences in class “cuts” RSNS scan list will be available to teachers for review. Teachers will inform attendance aide of students who were marked absent for the day, yet were present in their class according to the class attendance.
- REVA – Reverse Attendance of students who were marked absent during second period (official attendance period), but who were present in at least 3 or more classes will be done on a weekly basis to update the weekly RCUA-Cumulative Absence Report.
- Students who were marked absent during second period (official attendance period) but who were present in at least 3 or more classes will generate reports that will be distributed to teachers to check against their class attendance. In cases where the student can be verified as having been present in the teacher’s class, the teacher will sign a verification form for attendance and attendance will be manually reversed for the student.
- Intervention plans will be developed for students who are not attending school for a full day based on daily and class attendance. These students will be discussed in the weekly attendance meeting and students/families will be referred for intervention.
- School aides will make daily phone calls to verify student absences and absence notes.
- Using available student data from ARIS and the above mentioned documents, the team will work with targeted students and families to improve daily attendance.
- The attendance team will make home visits, communicate with ACS, and send summons, certified/registered letters to get LTA’s back to school.
- Students will swipe in the CASS system daily as they enter the building at 8:20 and as they enter the cafeteria for lunch. Data from the CASS system will be evaluated by the attendance team to target students for interventions.
- The attendance teacher will get updated student contact information at each home visit.
- School messenger will be reviewed to remove all non-working contact numbers. Students without contact information will be targeted by attendance team for information updates.
- When parents come to the school for verification letter, meetings with staff, etc., they will be required to review and update all personal contact information. Also, during the parent teacher conferences, parents/guardians will be asked to update personal contact information.
- Grade teams and the guidance department will be responsible for the submission of student names with attendance issues to the team.

	<ul style="list-style-type: none"> <li>• A portion of the grade team meetings will be devoted to attendance.</li> <li>• Incentive events will be held to celebrate and reward good and improved attendance throughout the school year.</li> <li>• There will be an informational bulletin board regarding attendance data.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• SURR monies and Title 1 monies, will fund a portion of our community associate, attendance outreach school aides, a social worker, and a guidance counselor. Funding will support staffing of attendance intervention personnel and student incentives.</li> <li>• Scheduling will include Grade Team and Common Planning time/Kid Talk. One period will be set aside daily for grade team meetings, Kid Talk, and attendance intervention.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The monthly PAR report will be used to measure progress in meeting attendance goals. The benchmarks are as follows:</p> <ul style="list-style-type: none"> <li>• 80% by October 1<sup>st</sup>, 2010</li> <li>• 80% will be maintained by November 1<sup>st</sup>, 2010</li> <li>• 82% will be the goal for January 1<sup>st</sup>, 2011</li> <li>• 83.5% will be the goal for April 1<sup>st</sup>, 2011</li> <li>• June, 2011 a minimum goal of 85% will be met.</li> </ul>

**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):** ENGLISH LANGUAGE ARTS

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By August 2011, students in Cohort N will demonstrate a 10% increase in passing grades of 65% or hire on the English Regents Exam as compared to students in Cohort M.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>The English Department will target students that can use some additional support so that they don't fall behind and successfully pass the regents exam.</b></p> <p><b>Teachers will utilize Smart Boards in the classroom. They will receive PD which will allow them to build lessons that are intriguing and instructional to the students.</b></p> <p><b>Performance Series exams will be administered two times a year. Once in September, and again in May. This will allow the English teachers to more effectively differentiate instruction to students who are excelling vs. students who are struggling in particular skill areas.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with 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><b>Students will take practice exams from the previous year to expose them to the exam and track their results. This will occur once at the end of the Fall semester (January) and then again once a week starting during the last week of May. This will allow the English department an opportunity to do an item analysis of the exam so that we can pin point topics students understand vs. topics they may still be struggling with. The English department can focus on covering those topics that students are struggling with as they review for the exam at the end of May and throughout June.</b></p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**We will identify English topics based on the results of the exams taken 2 times a year that students are struggling with so that we can continue to spiral and reinforce them. Our indicators of progress will be through the review of report cards, transcripts and scholarship reports.**

**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):** INTEGRATED ALGEBRA REGENTS

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By August 2011, students in Cohort P will demonstrate a 10% increase in passing grades of 65% or higher on the Integrated Algebra Regents Exam as compared to students in Cohort O.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p><b>The Mathematics Department will target students that can use some additional support so that they don't fall behind and successfully pass the regents exam.</b></p> <p><b>Teachers will utilize Smart Boards in the classroom. They will receive PD which will allow them to build lessons that are intriguing and instructional to the students.</b></p> <p><b>Performance Series exams will be administered two times a year. Once in September, and again in May. This will allow the math teachers to more effectively differentiate instruction to students who are excelling vs. students who are struggling in particular skill areas.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with 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>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p><b>Students will take practice exams from the previous year to expose them to the exam and track their results. This will occur once at the end of the Fall semester (January) and then</b></p>

	<p>again once a week starting during the last week of May. This will allow the math department an opportunity to do an item analysis of the exam so that we can pin point topics students understand vs. topics they may still be struggling with. The math department can focus on covering those topics that students are struggling with as they review for the exam at the end of May and throughout June.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will identify mathematical topics based on the results of the exams taken 2 times a year that students are struggling with so that we can continue to spiral and reinforce them.</p> <p>Our indicators of progress will be through the review of report cards, transcripts and scholarship reports.</p>

**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):** CREDIT ACCUMULATION – 9<sup>TH</sup> GRADE

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By August 2011, students in Cohort P (first year) will demonstrate a 10% increase in students earning 10+ credits as compared to students in Cohort O.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ol style="list-style-type: none"> <li>1. <b><u>Collaborative Team Teaching:</u></b> In the 9<sup>th</sup> grade, we will have our special education teachers team-teach with our subject area teachers in 3 of the students’ academic classes. This additional support will not only help the 40% of special education students in the classes, it will benefit the 60% of general education students as well. Our philosophy is that the general education teacher is the educator that is the expert of the content and the special education teacher is the expert of how to connect that content to the students in the classroom.</li> <li>2. <b><u>Academic Data:</u></b> We will monitor the scholarship reports each quarter so that when we meet with the 9<sup>th</sup> Grade Team, on a weekly basis, we will be able to discuss how the students in the 9<sup>th</sup> grade are progressing academically. The grade team will be expected to develop intervention plans, review student work and differentiate instruction according to what the work shows students are able to do.</li> <li>3. <b><u>Grade Level Meeting:</u></b> The grade team will have weekly conversations about the students in their grade during their “Kid Talk” sessions. This will allow the teachers to share anecdotes and student work with their colleagues. In doing so, we will be able to develop individual plans for each student within the grade. This will allow us to monitor</li> </ol>

	<p>student progress much more closely and provide academic intervention services during and after school.</p> <p><b>4. <u>Credit Accumulation Classes:</u></b> The classes will allow all 9<sup>th</sup> grade students who fail a class to make up credits that they are deficient in. This will also help them earn 10+ credits since any class they are successful in during regular school and after school count towards the accumulation for the academic school year.</p> <p><b>5. <u>Summer School:</u></b> If the students in the 9<sup>th</sup> grade are not successful earning all their academic credits in the fall and spring semesters, they will be mandated for summer school classes. They would be eligible to take up to 3 classes, if needed.</p> <p><b>6. <u>Staffing and Support:</u></b> Grade team leaders, coaches and credit accumulation teachers will meet with the administration one day a week to discuss and monitor the success and or struggles of those students in the 9<sup>th</sup>, 10<sup>th</sup> &amp; 11<sup>th</sup> grades. We will also share best practices so that the grade level leaders are able to turn-key with their colleagues in their specific grades.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with 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>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p><b><u>Academic Data:</u></b> I will use my scholarship reports in January as well as in June to track the amount of credits earned during this academic school year and before and after school credit accumulation classes. If necessary, we will also track summer school classes as well.</p> <p><b><u>Attendance Data:</u></b> Each day we will track our attendance so that we can communicate with the families of our students in the 9<sup>th</sup> grade. Our Attendance team, will call the homes of those students that are absent on a daily basis. We will also track the attendance of our after school programs. The staff involved in our credit accumulation will contact the homes of students that are absent whenever the programs take place.</p> <p>Attendance will be tracked and we will conduct meetings with students and/or parents/guardians that are at risk of failing based on their attendance in school as well as after school.</p>

	<p><b>Our weekly conversations as well as documents such as scholarship reports, attendance, individual student plans will be looked at and discussed.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Our indicators of progress will be through the review of report cards, transcripts and scholarship reports.</b></p>

**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):** CREDIT ACCUMULATION – 10<sup>TH</sup> GRADE

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By August 2011, students in Cohort N (second year) will demonstrate a 10% increase in students earning 10+ credits as compared to students in Cohort N.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ol style="list-style-type: none"> <li>1. <b><u>Collaborative Team Teaching:</u></b> In the 10<sup>th</sup> grade, we will have our special education teachers team-teach with our subject area teachers in 3 of the students’ academic classes. This additional support will not only help the 40% of special education students in the classes, it will benefit the 60% of general education students as well. Our philosophy is that the general education teacher is the educator that is the expert of the content and the special education teacher is the expert of how to connect that content to the students in the classroom.</li> <li>2. <b><u>Academic Data:</u></b> We will monitor the scholarship reports each quarter so that when we meet with the 10<sup>th</sup> Grade Team, on a weekly basis, we will be able to discuss how the students in the 10<sup>th</sup> grade are progressing academically. The grade team will be expected to develop intervention plans, review student work and differentiate instruction according to what the work shows students are able to do.</li> <li>3. <b><u>Grade Level Meeting:</u></b> The grade team will have weekly conversations about the students in their grade during their “Kid Talk” sessions. This will allow the teachers to share anecdotes and student work with their colleagues. In doing so, we will be able to develop individual plans for each student within the grade. This will allow us to monitor</li> </ol>

	<p>student progress much more closely and provide academic intervention services during and after school.</p> <p><b>4. <u>Credit Accumulation Classes:</u></b> The classes will allow all 10<sup>th</sup> grade students who fail a class to make up credits that they are deficient in. This will also help them earn 10+ credits since any class they are successful in during regular school and after school count towards the accumulation for the academic school year.</p> <p><b>5. <u>Summer School:</u></b> If the students in the 10<sup>th</sup> grade are not successful earning all their academic credits in the fall and spring semesters, they will be mandated for summer school classes. They would be eligible to take up to 3 classes, if needed.</p> <p><b>6. <u>Staffing and Support:</u></b> Grade team leaders, coaches and credit accumulation teachers will meet with the administration one day a week to discuss and monitor the success and or struggles of those students in the 9<sup>th</sup>, 10<sup>th</sup> &amp; 11<sup>th</sup> and 12<sup>th</sup> grades. We will also share best practices so that the grade level leaders are able to turn-key with their colleagues in their specific grades.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with 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>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p><b><u>Academic Data:</u></b> I will use my scholarship reports in January as well as in June to track the amount of credits earned during this academic school year and before and after school credit accumulation classes. If necessary, we will also track summer school classes as well.</p> <p><b><u>Attendance Data:</u></b> Each day we will track our attendance so that we can communicate with the families of our students in the 10<sup>th</sup> grade. Our Attendance team, will call the homes of those students that are absent on a daily basis. We will also track the attendance of our after school programs. The staff involved in our credit accumulation will contact the homes of students that are absent whenever the programs take place.</p> <p>Attendance will be tracked and we will conduct meetings with students and/or parents/guardians that are at risk of failing based on their attendance in school as well as after school.</p>

	<p><b>Our weekly conversations as well as documents such as scholarship reports, attendance, individual student plans will be looked at and discussed.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Our indicators of progress will be through the review of report cards, transcripts and scholarship reports.</b></p>

## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – 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	133				45	2	50	
10					38		10	
11					20			
12					33			

**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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p>Additional literacy/English periods will be added to all freshman during the school day in small as follows:</p> <ul style="list-style-type: none"> <li>• An additional literacy class will be implemented in the 2010-2011 year in grade 9 to support literacy skills. This standards-based skills course will support the academic literacy through skill building in reading and writing.</li> <li>• Regents Prep courses given during the school day to repeater students.</li> <li>• PM tutoring will be offered to targeted students.</li> <li>• Based on ATS data, a small group of students within a point or two of passing the Regents will receive guidance support from advisors, counselor and social worker.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• After school Regents Tutoring for all levels of math.</li> <li>• An additional math period will be added to the programs of those students in 9<sup>th</sup> grade in the spring who do not pass the Algebra Regents in January to support students strengthen their math skills for the Regents in June.</li> <li>• Math help and tutoring will be offered before school from 8:00 a.m. to 8:30 a.m. Monday through Friday in the fall and spring semesters by the Math Coach.</li> <li>• Weekly after-school tutoring will be offered to all Algebra, Geometry and Trigonometry students and daily morning tutoring will be offered in all math subjects (Monday through Thursday).</li> <li>• AIS, SES, and instructional intervention services, i.e. Regents Prep courses given during the school day to repeater students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Performance Series and ACUITY results will be used by math teachers to plan grouping for differentiated instruction.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• After school Regents Tutoring for Earth Science and Living Environment will be offered after school during the months of, May and June.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• After school Regents Tutoring for Global and US History will be offered after school during the months of May and June.</li> <li>• LA classes are addressing vocabulary and writing skills related to mastering the thematic essay and DBQ's in Global and American History Regents.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Push-in/Pull out during Class</li> <li>• One-on-One counseling by social worker and guidance counselor</li> <li>• College Advisors do college and career and financial aid counseling</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• A shared school psychologist gives one-on-one and group counseling to IEP students.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Our full-time social worker provides push-in/pull out as needed basis.</li> <li>• She meets with attendance team to work with families.</li> <li>• Our CBO has a dedicated full-time social worker, Ms. Jessica Hall, who works directly with at risk students with attendance issues.</li> <li>• She provides family counseling.</li> <li>• She provides referrals to outside sources.</li> </ul>
<b>At-risk Health-related Services:</b>	

**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) Language Allocation Policy 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).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

**Grade Level(s)** 9 - 12      **Number of Students to be Served:** 40 LEP \_\_\_\_\_ Non-LEP

**Number of Teachers** 1      **Other Staff (Specify)** Principal

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

---

*New Explorers High School will conduct an after-school ESL program with a focus on the four language learning skills: reading, writing, listening and speaking. This year's after-school ESL program will be offered to ESL students. It will meet on Tuesday and Thursday from 3:30-4:30 from February to June 2011. Some instructional materials will have to be purchased.*

**PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #1**  
**ESL INSTRUCTION:**

- ESL instruction is provided based on Beginning, Intermediate and Advance Levels (as determined by the LAB-R OR NYSESLAT) and is consistent with CR Part 154 requirements
- Each ESL class has approximately 15 students
- English language usage is aligned with New York State's Language Allocation Policy
- ESL classes are leveled based either on NYSESLAT or LAB-R results
- ESL instruction is provided by a fully certified ESL teacher
- ELLs will also receive ELA instruction aligned with SED ELA standards, ELA Common Core Standards and the NYC Balanced Literacy approach
- All classes use the Workshop Models and incorporated technology as a learning tool

Literacy sessions will be provided after school twice a week Tuesday and Thursday for all four language learning skills. The target population is all ELLs. The students will practice listening and speaking skills. The students need to comprehend the English language. Furthermore, the students need to learn how to communicate orally. Through a variety of activities that provide comprehensible input, students will receive new information on different topics that will build off prior knowledge (Krashen, 1981). The instructional focus for this group will be on developing reading and writing skills. For reading, teachers will use a variety of reading strategies to raise students' metacognitive awareness. These strategies will include but not be limited to 1. Visualization, 2. Making connections with the text, 3. Identifying reading clues, 4. Decoding and 5. Asking questions. Teachers will use Penguin readers, which have literature with high interest levels and low readability. In his article, "Measuring ESL Students' Awareness of Reading Strategies," Mokhatri suggests that by knowing what these strategies are students become aware of how they learn. Developing this awareness will aid the students in becoming proficient readers and excel academically (Mokhatri, 2002). Students will be able to apply these different reading strategies not only to literature but to all texts they read in all content areas. There is also going to be emphasis on developing listening and speaking skills.

For listening, students will learn how to take notes and listen for understanding of the main ideas of different informational texts. For speaking, students will learn different ways to transmit information. By analyzing data, completing charts, interpreting graphs and timelines, students will be able to participate in group activities and class discussion in the ESL classes as well as in all other disciplines. The scores from the NYSESLAT will be used to identify those students in need of this type of skills development class. There are many outcomes expected from these classes. As outlined

in the New York State ELL Standards, students will be expected to use appropriate vocabulary, expressions, language, routines and interaction styles for various audiences and formal and informal social and school situations. For instance, these routines and interactions may include asking questions, making responses to requests, and greetings [to name a few].

The anticipated measurable outcomes for this activity will include but not be limited to journals, projects, portfolios, individual and group presentations, and essays. Success will be measured with a rubric for each activity. The rubrics will be generated during Professional Development.

For writing, students will learn how to use the Writing Process and a variety of graphic organizers to write paragraphs and essays. In her article “Identity Formation and Collaborative Inquiry in the Zone of Proximal Development,” Barse suggests that “students’ written reflections enhance students’ metacognition and create with the support of their teachers and peers optimal zones of proximal development for learning English through the writing process.” In addition, students will write journal entries and keep a log of their own progress. Teachers will do mini lessons on a variety of topics (i.e. verb tense, subject and verb agreement, sentence combining, etc). From learning the writing process, students will be able to develop a coherent paragraph with a topic sentence, supporting sentence and a concluding sentence. Students will work with chart paper, graphic organizers, and other visual tools and manipulatives. Students will be able to apply this writing technique in all discipline areas. The language of focus for these activities will be English. The teachers who will teach these classes are NY State certified ESL teachers. NYSESLAT data will be used to ascertain which students need help in developing their writing skills.

The anticipated measurable outcomes for this activity will include but not be limited to journals, projects, portfolios, individual and group presentations, and essays. Success will be measured with a rubric for each activity. The rubrics will be generated during Professional Development.

## **PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #2**

### ***READING ACROSS THE CURRICULUM:***

- Reading Activities—This program will enable the school to offer a myriad of reading activities that will allow students to listen to interpretive read-alouds by the teacher and practice to further their experience in reading across the curriculum.
  1. Interpretive Read-aloud—Once a week, we are going to invite different people (the Principal, teachers, librarians, etc.) to come to the after school program to read to the students. This will serve two purposes. First, it will expose students to what good reading aloud is. The readers will provide model to the reading activities. Secondly, it will show students the importance of reading aloud. Students will learn that reading can be fun and educational at the same time.
  2. Reading Across the Curriculum—For this reading activity, students will receive various books on topics across the curriculum. For example, students will read about science, social studies, native language arts, biographies, and novels. Students will maintain a reading log of the works that they read, answer questions in a reading questionnaire, and write book reports.

The anticipated measurable outcomes for this activity will include but not be limited to journals, reading questionnaires, book reports, and book inventories. Success will be measured with a rubric for each activity. The rubrics will be generated during Professional Development.

*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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

**PROPOSED SUPPLEMENTAL PROFESSIONAL DEVELOPMENT ACTIVITY —*STUDY GROUPS***

- Teacher and Principal will meet to discuss a variety of topics from the books *Scaffolding Language, Scaffolding Learning* and *Making Content Comprehensible for ELL’s*.
- Facilitate workshops for all content area teachers.

**PROPOSED PARENTAL INVOLVEMENT**

- Foster a relationship between parents and teachers
- Facilitate communication between parents and teachers
- Instruct parents on how to help their children with homework and other school projects

**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.

---

Ms. Ogden, the ESL teacher will facilitate a series of four workshops to whole staff during professional development on Tuesdays.

- ESL strategies that work
- ESL strategies for the content area teachers

**Section III. Title III Budget**

School: New Explorers HS

BEDS Code: 320700011547

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$11,683.98	After School Program 1 teacher X 2 times per week X 25 days= 50 hours @ 41.98 per session hour = \$ 2,099.00 1 administrator X 2 times per week X 25 days = 50 hours @ 43.93 per session hour = 2,196.50  Professional Development 22 Teachers X 8 Hours @ 41.98 per session hour= \$7,388.48
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	\$2,400	AUSSIE ESL Consultant 2 days @ \$1,200 per day= \$2,400  <b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>	\$778.50	<u>Strategies to Improve Students Comprehension and Motivation</u> by Char Forsten, Jim Grant, and Betty Hollas 30 copies at \$25.95 = \$778.50
<b>Educational Software (Object Code 199)</b>		<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$14,862.48</b>	

### **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.

Through contact with parents, (teachers, principal, AP, social worker, guidance counselor, parent coordinator) and a bilingual survey sent to parents, we have identified that almost half of our 60% Latino students' families need documents from the school sent to them in Spanish. We also recognize that in PA meetings, school functions and family orientations, we need to provide a translator.

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

Through contact with parents, (teachers, principal, AP, social worker, guidance counselor, parent coordinator) and a bilingual survey sent to parents, we have identified that almost half of our 60% Latino students' families need documents from the school sent to them in Spanish. We also recognize that in PA meetings, school functions and family orientations, we need to provide a translator.

#### **Part B: Strategies and Activities**

---

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

All school documents (including letters, newsletters, surveys, disciplinary notifications, etc.) will be translated except those that have been already translated by the DOE or are mandated to be translated by Title 1. All translations occur simultaneously and are distributed at the same time as their English counterparts. All verbal translation services are provided by in-house staff and written is provided by in-house staff and/or the translation unit.

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

We will provide interpretation services for school events, social functions, PA meetings, open school days/nights, parent workshops, curricular meetings, and meetings between families and school staff.

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

Families of students in our school know they can call or visit anytime and immediate help with interpretation is provided. We will include this information in the parent's handbook, in English and Spanish and the Chancellor's Regulation A-663, Attachment A, will be prominently displayed near the parent coordinator in the main office. The attachment will also be mailed to families as part of the orientation package each September informing families of the Chancellor's Regulation and the rights that it provides them. In addition, New Explorers High School utilizes the School Messenger automated phone system and messages are delivered to parents via this system in both English and Spanish.

## **Narrative for Language Allocation Policy:**

**New Explorers High School  
2009-2010  
07X547**

In response to the Lap Worksheet Part II ELL identification process we do the following:

Students come to us with a Home Language Survey already on file from the previous school or the borough enrollment office. When new students come to us they are interviewed at school by the guidance counselor along with the ESL teacher, bilingual community associate and/or social worker. At this time, the only native language assessment we can offer is Spanish and Akan (official language of Ghana). During the interview a review is done of their transcript and their level of language proficiency is determined. The oral interview is a conversational assessment of the student's school history performance. This allows the student to discuss academic performance and experience which uncovers any issues such as SIFE. We print out an ATS report to look for previous NYSESLAT scores if available. If the student is new to the country a LAB-R is administered. Students are then placed in an ESL program depending on NYSESLAT or LAB-R scores. Students receive the mandated periods as determined by their proficiency level.

As per ELL regulations parents/guardians are informed of the three program choices within ten days of their child's registration. At the time of registration, families are given the dates of ELL Orientations and are individually informed of the three program choices available for ELLS. Given that we are a small school and our ELL population is historically under 25, the parent coordinator sends flyers to the families and individually performs outreach. She invites each family to attend the orientations. Those parents unable to attend the orientation are then contacted and conferenced on an individual basis by the parent coordinator and the ESL teacher. During individual conferences and orientations we acquire completed parent surveys and program selection forms and provide families with the entitlement letters.

Students are placed in the ESL program as determined by their proficiency level on either the LAB-R (if they are new to the country) or their NYSESLAT scores. Beginning students receive twelve periods of ESL a week, intermediate students receive eight periods of ESL a week and advanced receive four periods of ESL a week plus one period of ELA. Student schedules are shared with families by the guidance department. Historically over the past seven years all ELL students with the exception of student have selected ESL as their form of service. This shows that there is an alignment between parent choice and our program offering.

#### Programming and Scheduling Information:

Students receive services in a self-contained model and the school was programmed for block scheduling and Ell students traveled to the ESL classroom in lieu of their ELA class. Students in this class were heterogeneous with mixed proficiency levels. Given we only had twenty-five Ell students these students were serviced according to proficiency levels by our one certified ESL teacher. Advanced Ell students receive four periods of ESL per week and one period of ELA. Content area instruction is delivered in English and all content area teachers receive training in ESL methodologies. Additionally, teachers in our school are instructed to provide visual aides for students such as charts, graphic organizers and sentence starts to support language development. Our ESL instruction included as part of the program includes study skills, test taking skills and practice. Students are familiarized with the structure and language of all tests. Students with three or less years in this country are given extra support by having them participate in our AIS program taught by our ESL teacher. Students with four to six years of service receive test preparation in ESL class, are offered AIS (0 period) and are picked up for afterschool tutoring as well as pull out by the literacy and math coaches. Long term Ells receive all of these services as well and receive targeted assistance by the guidance department. Ells in special education have all the services listed as well as the benefit of teachers in content area classes via an ICT model. Sife students receive all of the above in addition students are given the Ell periodic assessment to measure student progress in English language proficiency and to predict performance on State English language acquisition tests. The results provide teachers with students' strengths and weaknesses in English language development and serve as a resource to help teachers plan individual and group instruction. The targeted intervention program is offered to all Ell students regardless of proficiency level. This program focuses on reading and writing through the use of graphic organizers and the development of academic language and vocabulary. Since writing is required in all math assessments the academic intervention program focuses on writing in the math content area. Students work on content area material in small groups which allows them to use and practice language while conferencing with teachers. Targeted academic support services, supplemental services, and all school programs including technology are offered to all of our students without exception. The ESL teacher co-plans with the content area teachers and brings the content area material into the classroom to further work with the text. In addition to this, the ESL teacher uses the Preparing for the NYSESLAT and Beyond materials and has the bilingual, academic, and student dictionaries for Longman Pearson. Currently the only language elective we offer is Russian. Over the summer we have a summer bridge program which includes Ells.

#### Professional Development:

Our one Ell teacher participates in various ELL professional development options including courses from the Department of Education Ell Office and the Fordham Bronx BETAC. The Ell teacher turnkeys many of these workshops and ESL strategies to our entire teacher staff during our school wide PD period. Our teachers have had more than the minimum 7.5 hours of ELL training.

#### Parental Involvement:

Our demographics show us that we have a large Hispanic population and their native language is Spanish. Our parent coordinator is Spanish speaking and so all of our workshops and meetings are offered in Spanish and English. Parental needs are gauged through interactions with parents at registration, SLT meetings, PA conferences and the parent surveys. We are aware of all the parental needs and plan our workshops according to their needs.

#### Review and Analysis of the Assessment Data:

A review of proficiency levels (LAB-R and NYSESLAT) informs us that 68% of our students are either proficient or advanced in the speaking or listening sections with only one student at a beginner level. In reading and writing, 50% of our students are advanced with two students in the beginning level. Regardless of ELL status the students in our school have historically struggled in reading and writing and our regents results and pass rates mirror the non ELL population. This is why we have focused on infusing reading strategies in the content area classes and have pushed the use of graphic organizers to assist students in organizing both their notes and thoughts to increase their comprehension in reading and writing.

## 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	298,056	109,418	407,474
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,981	1,094	4,075
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,903	*	
4. Enter the anticipated 10% set-aside for Professional Development:	29,806	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_99%\_\_\_\_\_
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.

**New Explorers High School Parent Involvement Policy is:**

We will have operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). Our Parent Association along with our Parent Coordinator will carry this initiative out.

- In order to carry out the Title I, Part A parental involvement requirements we will, to the best of our ability, provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* 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 Parents Association, the Parent-Coordinator, the Principal and staff will maintain on-going communication on student progress, school progress, culture and events.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:  
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including 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- Parental Involvement of the ESEA.

**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.

#### **New Explorers High School for Film and Humanities School-Parent Compact:**

- a. will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA: The PTA executive board or SLT member (parent) will be made aware of the monthly borough wide parent meetings and asked to attend.
- b. will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
  - Invite parents to attend test data review sessions with the faculty and the SLT;
  - Discuss longitudinal test data results and brainstorm along with the faculty concerning performance improvement.
  - ***Use our school website and mailings to keep parents informed and active in decision-making.***
  - ◆ Will do an annual review of policies and modify as needed.
  - ◆ The school will develop and implement a questionnaire in order to assess the barriers to parental involvement in our community and we will invite both parents and faculty to take part in focus groups that will address the removal of barriers to parental involvement in our community. The parent coordinator, Libertad Carmen Betances will facilitate this.
  - ◆ Through our Guidance Team and Inquiry Team, families are notified when state assessments are scheduled. They are informed concerning effective lifestyle procedures for their children. Each year the school hosts a curriculum evening in September where families are made aware of state content and achievement standards, including different levels of high school diploma requirements.
  - ◆ Fordham University and New Explorers will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Workshops on transcripts and a college-readiness tool, for parents and students.
    - ESL workshops will be given to parents during the first week of each month throughout the entire school year.
    - Engaging the teachers in professional development concerning conversations with the families of our students.
    - Monthly grade team progress reports will be mailed to parents for student progress.
    - Informing student families when their child will be receiving an academic award, and inviting them to attend the awards assembly.

- Continued workshops given by the parent coordinator and Fordham University designer for parent support as well as student support.
  - ◆ We will ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in both English and Spanish.
- Our website will have parent information and events listed as well as student work and assignments.
- The school sends out letters in both English and Spanish to alert parents of upcoming events.
- Student office workers who are employed by the school will call parents to remind them of upcoming events.
- School messenger will have bi-lingual messages alerting parents to information and events.

## **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.
  - The comprehensive needs assessment that the school used is the findings and recommendations of the April 23, 2009 Registration Review Report.
  
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.

- We are 100% highly qualified.
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.
    - a. PD is provided for staff, parents, teachers, and principal by Fordham PSO, Betac, Manhattan ISC, and NYCDOE.
      - Coach for principal
      - New Leaders for New Schools Retreats
      - Data PD
      - Special Education PD
      - Math consultants from Lehman College and Fordham PSO
      - PD for parent coordinator
      - PD for college advisor and counselor
      - PD for instruction and mentors
      - ELI Academy from CSA for Principal and Assistant Principal
      - On going PD for secretaries, administrator, staff, teachers, etc.
    - d. New York City Leadership Academy provides:
      - A coach for the principal.
      - PD on interim assessments and data
      - Ongoing PD for instruction.
      - PD for school culture and community
      - On-Going Principal PD
      - Built-in PD time (50 minutes) weekly
  5. Strategies to attract high-quality highly qualified teachers to high-need schools.
    - Teaching Fellows
    - Teach for America
    - Job Fairs
    - New Teacher Finder
    - CFN HR department
  6. Strategies to increase parental involvement through means such as family literacy services.
    - Office of Family Advocacy parent workshops
    - Parent Coordinator Outreach and workshops

- CBO-Career Visions-Outreach and workshops for teachers and parents
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.
    - Inquiry Team
    - SLT
    - PD Team
    - Principal's Cabinet
    - New York Leadership Academy Retreats
  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.
    - Tutoring
    - Inquiry Team Outreach
    - Mentoring
    - Interim Assessments/Re-teach
    - DYO writing
    - Mock Regents
    - Performance Series
    - Acuity
  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.
    - Conflict Resolution Programs
    - Montifiore Medical Center (projected for spring semester)
    - CBO-Career Visions-Drop out intervention

## **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" <sup>1</sup> 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 <sup>2</sup> 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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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.

**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.

**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:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
  - We are 100% highly qualified.
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  - Teaching Fellows
  - Teach for America
  - Job Fairs
  - New Teacher Finder
7. Provide strategies to increase parental involvement; and
  - Parent Coordinator arranges various workshops to address family needs.
  - CBO-Career Vision-Will provide workshops to parents/guardians on drop out prevention
8. Coordinate and integrate Federal, State and local services and programs.
  - CBO-Career Visions

## **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:** SINI Math **SURR<sup>3</sup> 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.

New Explorers did not make Adequate Yearly Progress in English Language Arts for the economically disadvantage student group in 2009-2010 school year.

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.

The school will hire an F-Status ELA teacher to do a pull out for small group instruction for those students who need to pass the ELA Regents. An AUSSIE consultant has been hired to facilitate workshops for teachers on effective teaching strategies.

### **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.

---

School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

An AUSSIE consultant will work with teachers on developing unit plans, differentiating instruction and modeling effective strategies.

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.

A letter has been sent home informing the parents about the schools identification. Also, parents were invited to attend a meeting on February 10, 2011 to receive information about the school identification and the plan for school improvement.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** English Language Arts

**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.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>
March 2-5, 2009 Registration Review Team <ul style="list-style-type: none"> <li>• Dr. Jessica Cohen, District Superintendent, Onondaga-Cortland-Madison BOCES, Team Leader</li> <li>• Mr. William Tammaro, District Superintendent, Delaware-Chenango-Madison-Otsego BOCES, Co-Team Leader</li> <li>• Ms. Jeannette Bocanegra, Parent Representative</li> <li>• Mr. Michael Castagna, NYC Department of Education Representative</li> <li>• Ms. Lila Chui, NYSED Representative</li> <li>• Ms. Karen Clark, Director of Alternative Education, Onondaga-Cortland-Madison BOCES</li> <li>• Ms. Marki Chair-O-Rourke, Assistant Superintendent for Instructional Services, Delaware-Chenango-Madison-Otsego</li> </ul>		

<ul style="list-style-type: none"> <li>• BOCES</li> <li>• Ms. Alice Cooper-Jackson, UFT Representative</li> <li>• Ms. Joanne Frank, CSA Representative</li> <li>• Ms. JoAnn McKay, Parent Representative</li> <li>• Mr. Tim Ryan, Superintendent, Fabious-Pompey Central School District</li> <li>• Ms. Colleen Viggiano, Assistant Superintendent for Student Services, Onondaga-Cortland-Madison BOCES</li> <li>• Ongoing meeting with Elizabeth Iadavaia, OSI, Lila Chiu, SED, Leadership Coaches Lucy Matos, Leadership Academy and Mike Tobin, New Visions,</li> <li>• Marge Struk, Fordham University PSO</li> <li>• Louis Ramunni, Fordham University</li> <li>• New Leaders for New Schools Kim Marshal</li> <li>• Julia Chun, LDF, New Visions took place from March 2- Present.</li> </ul> <ul style="list-style-type: none"> <li>• March 20, an attendance outreach meeting was held with the Bronx ISC's attendance specialist, Antonio Guerro, Bak Harris from The Office of Youth Development, Julia Chun, LDF, New Visions, Daisy Fraguada, our attendance teacher, the principal, the guidance counselor, assistant principal and social worker to develop strategies to improve attendance, develop attendance plans, to properly code students in ATS, and to plan for the upcoming school year.</li> <li>• On-going discussions are taken place in</li> </ul>	<p><b>Attendance:</b> Attendance is a significant problem in the school. The SURR Team made the following recommendations:</p> <ul style="list-style-type: none"> <li>◆ There is an attendance teacher who is</li> </ul>	<p>Attendance team continues to meet weekly on Tuesday to discuss strategies; the emphasis now has been to close 407's.</p> <ul style="list-style-type: none"> <li>• Incentive trips and parties were held by grade teams for improved</li> </ul>
---	--	---

<p>the Cabinet and the SLT meetings with a focus on attendance improvement.</p> <ul style="list-style-type: none"> <li>• A faculty meeting was set aside to discuss findings with an emphasis on attendance and lateness improvement.</li> <li>• The Discipline Committee met to discuss attendance improvement and lateness reduction</li> </ul> <ul style="list-style-type: none"> <li>• Kim Marshal, of New Leaders for New Schools, and <i>The Marshal Memo</i>, an expert in data and curriculum development met with the administration on March 12 to discuss support for the SURR process.</li> <li>• Julia Chun from New Visions met weekly with the Data Inquiry Team and the Administration to assist with curriculum development. She also shared New Vision walkthrough tools as did Mike Tobin, Leadership Coach, New Visions.</li> <li>• Meeting with Elena Papaliberios, our SAF, to discuss SURR interventions.</li> <li>• Fordham University, our new PSO has conducted several meetings to discuss instruction and curriculum.</li> </ul>	<p>assigned to the school one day a week; however, given the seriousness of absenteeism, more support is needed in this area.</p> <ul style="list-style-type: none"> <li>◆ A Family Worker should be hired to assist with home visits.</li> <li>◆ Excellent attendance should be recognized and celebrated.</li> <li>◆ A team of all stakeholders, including parents, needs to strategize how to improve student attendance.</li> <li>◆ The school needs to focus significant efforts on increasing student attendance by researching best practices of similar schools.</li> </ul> <p><b>Curriculum, Lesson Planning, Instruction:</b>  These recommendations were made around instruction which includes lesson planning and curriculum:</p> <ul style="list-style-type: none"> <li>• The principal and her leadership team need to develop a plan, in concert with all building stakeholders, for curriculum development that will insure the alignment of what is taught both within grade levels and from grade to grade. The plan, once developed, needs to be implemented and supported to insure ongoing adjustments.</li> <li>• Lesson planning needs to reflect cohesive unit development and should include a variety of instructional strategies that address different student learning styles and higher order thinking skills to</li> </ul>	<p>attendance and excellent attendance.</p> <ul style="list-style-type: none"> <li>• Town Hall meetings were held to address the importance of good attendance; students with good attendance were honored at the Town Hall Assembly.</li> <li>• An implemented plan of detention was devised for late students.</li> <li>• Incentive celebrations were held three times in the Spring for those students with 92% or higher attendance</li> <li>• Weekly attendance meetings are held to address students who are persistently absent.</li> <li>• The Principal and the attendance teacher make home visits on Saturdays</li> </ul> <ul style="list-style-type: none"> <li>• Kim Marshal conducted a two hour PD for the entire faculty on March 31 for UBD and Curriculum Map development.</li> <li>• The Social Studies, English, and Math Departments now have spiraled curriculum maps on file that are aligned vertically and horizontally. The science department is currently working on curriculum.</li> <li>• May 16, New York Leadership Academy Retreat facilitated by Leadership Coach Lucy Matos, worked on curriculum goals and CEP goals.</li> </ul>
---	--	---

<ul style="list-style-type: none"> <li>• Fordham University PSO leader, Anita Batisti and staff met with the administration to discuss interventions and technology grants.</li> <li>• Steve D'Agustino, Director of RETC Center for PD for Fordham University,</li> </ul>	<p>increase student engagement and achievement.</p> <ul style="list-style-type: none"> <li>• A full range of professional development (job embedded, modeling, coaching, needs to be provided for high quality instruction that results in student learning (hands on, rigorous and relevant, inquiry based. This requires developing an expertise in teaching to students' different learning styles and differentiating instruction. Professional development should be targeted to meet the needs of individual staff members.</li> <li>• The school should facilitate and support collaborative instructional planning between New Explorers staff and the school media specialist. New explores students should be provided with explicit and ongoing instruction on how to utilize the library for research and other relevant purposes.</li> <li>• With guidance from administrators, teachers need to identify appropriate skills and content to be taught at each grade level to ensure vertical curriculum alignment. Curriculum mapping, benchmarking and large group review of student work can be helpful in this regard.</li> <li>• The school should develop an articulated technology plan to include strategies and schedules for the repair and replacement of technology as needed.</li> <li>• As part of the professional development plan, the school should provide staff opportunities for sharing best practices regarding the integration of instructional technology for instructional delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Mock QR with Elena Papaliberios, our SAF, and Fordham University's liaison</li> <li>• Louis Ramunni June 2. It included a classroom walkthrough observation and shareout. April 7 Concetta Nichilo attended The Reading Math Institute facilitated by the Office of School Improvement. She turn-keyed information for the English Department.</li> <li>• Joelky Martinez attended PD on Achieve 3000 on June 22. She turn-keyed the information to the English Department.</li> <li>• The Inquiry Team did PD on instruction, spiraling skills for curriculum mapping, vocabulary instruction, concept maps, etc.</li> <li>• ELL teacher Anneke McEvoy and Mr. Karl Akopian held PD for strategies to meet the needs of ELL students.</li> <li>• AfET's Frederick Mann is working with the 11th Grade Team to improve vocabulary retention for the SAT's and</li> <li>• Regents Exams. Together they are working on developing graphic organizers and concept maps for building critical thinking skills and enhancing academic rigor for instruction and curriculum planning.</li> <li>• Two teachers and one Assistant Principal attended a two day workshop on the Core Standards, which they will turn-key it to the</li> </ul>
--	---	---

<p>met with faculty to discuss several opportunities to partner for technology, math and science grants.</p> <ul style="list-style-type: none"> <li>• A discussion with NAFET to retain services of Frederick Mann took place June 29.</li> <li>• Meeting with Joe Hall April 3 to discuss GFS progress.</li> </ul>	<p><b>Professional Development:</b>  These are the recommendations around professional development:</p> <ul style="list-style-type: none"> <li>• Professional development needs to be prioritized, planned, and focused based on student need and aligned with building goals. The principal needs to do this in concert with her staff. Teams of teachers and administrators need to use student data to strengthen and develop a comprehensive, long term approach to professional development.</li> <li>• The school should continue to focus on the vision through actions, professional development, and goal development. The school teams should utilize data to continue to develop and revise their goals.</li> <li>• A cohesive film curriculum, developed in conjunction with the Ghetto Film School, should be developed and integrated into the different content areas to ensure that the school keeps film and humanities as the hook for increasing student engagement and learning.</li> </ul>	<p>entire staff.</p> <p>PD is presented Tuesdays to all faculty members. Here is a list of PD since the SURR Review:</p> <ul style="list-style-type: none"> <li>◆ PD—Data Team—Vocabulary strategies</li> <li>◆ Academic Rigor</li> <li>◆ Bronx Pride PD on Supporting Gay Students</li> <li>◆ Data Team Word Walls</li> <li>◆ ESL replaced with SURR findings</li> <li>◆ Efficacy</li> <li>◆ ESL/Data Roll-out</li> <li>◆ Kim Marshal—Spiraled Curriculum Maps using UBD (Extended PD)</li> <li>◆ Motivations in Lesson Plans</li> <li>◆ Data Team Vocabulary Initiative</li> <li>◆ Lesson Planning replaced with Bak Harris and Ray Palmer—Strategies to minimize student suspensions (as per SURR)</li> <li>◆ Conferencing replaced with CEP goal setting</li> <li>◆ ESL Roll-Out</li> <li>◆ Data Team Roll-Out</li> <li>◆ Lesson Planning Strategies replaced with Bak Harris and Ray Palmer—teacher survey</li> <li>◆ Regents Literacy</li> <li>◆ ESL/Data Inquiry Roll-Out</li> <li>◆ Jane Lindermood—NafET survey</li> <li>◆ Bak Harris and Ray Palmer--Student Observations</li> </ul> <p>End year professional goal setting was done with faculty members to plan for PD for</p>
---	---	---

<ul style="list-style-type: none"> <li>• A Cohort Data meeting took place with Tami Sturm from the Office of Accountability facilitated by the Office of School Improvement on March 20.</li> <li>• A discussion of the NCLB/NYSTART Data was held.</li> <li>• ARIS training for parents and parent coordinators was attended by the parent coordinator and the community associate.</li> <li>• Creating Aris Report training was facilitated by the IQ team in May.</li> <li>• Ongoing work with Julia Chun on IQ Team.</li> </ul> <ul style="list-style-type: none"> <li>• Meeting with John Strachen, Bronx ISC Safety Administrator, and Doris Unger, Superintendent, March 30, April 2, and April 29 to discuss suspension procedures and safety issues.</li> <li>• Bronx ISC Office of Youth Development Bak Harris and Ray Palmer worked with administration, 10<sup>th</sup> Grade Team, and Guidance Dept. to work on targeted group of repeat offenders on March 31, April 22, May 5, June 11.</li> <li>• Kenyatta Funderburk from Lehman College's Career Center came to discuss a partnership for an afterschool service learning program.</li> <li>• Aspira's Ino Tavaras came to discuss partnership with ASPIRA to increase student awareness of college and career</li> </ul>	<p><b>The Use of Data:</b>  These were the recommendations around the use of data:</p> <ul style="list-style-type: none"> <li>• There needs to be a school-wide, systematic approach to analyzing standardized test results. This information needs to be utilized by all when preparing lessons and developing curriculum.</li> </ul> <p><b>Suspension Reduction:</b>  These are the recommendations for suspension reduction:</p> <ul style="list-style-type: none"> <li>• Professional Development should be provided in classroom management to teachers, as needed.</li> <li>• The City-Wide Standards of Discipline and Intervention Measures present progressive measures that should be followed. There should be meaningful consequences that are designed to change behavior. Teachers, administrators, students, and parents should review the suspension data and develop strategies to deal with insubordination.</li> </ul>	<p>2009-2010</p> <ul style="list-style-type: none"> <li>• Periodic Assessments for Performance Series Reading and Acuity ELA were conducted.</li> <li>• A share-out and review of data took place with the data inquiry team, the SURR team, coaches, Fordham University, the Superintendent, and the SLT.</li> <li>• A breakdown of ELA Regents Data took place after June 2009 Regents Exam and shared with the administration.</li> <li>• As a result of the data, a new ELA-standards based course is under construction, "Express Yourself" which will be given to students in the 9th, 10th and 11<sup>th</sup> grades. Achieve 3000 will be an integral part of this program for the 250 students in most need.</li> <li>• Grade Teams are developing plans to meet students' emotional and social needs as well as the academic needs.</li> <li>• Three service-learning programs/partnership agreements were signed with NEHS:</li> <li>• Police Department Youth Liaison conducted classes for 10th grade students on gang awareness, teens' rights and responsibilities, and</li> </ul>
--	---	--



<ul style="list-style-type: none"> <li>• Meetings with Urban Dove, Lehman College, Aspira to increase community ties.</li> <li>• Continued parent and SLT meetings around increasing parent and community involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• The school should provide professional development to special education teachers and staff on positive behavioral interventions, crisis interventions/de-escalation techniques, and differentiating instruction.</li> </ul> <p><b>Parent and Community Involvement</b>  These are the recommendations for parent and community involvement:</p> <ul style="list-style-type: none"> <li>• The Parent Coordinator’s responsibilities should be more aligned with the Chancellor’s description of duties.</li> <li>• The school administration should intensify efforts to gain a parental presence in the school building making the school parent-friendly and welcoming.</li> <li>• The school administration should ensure a process for keeping records of all communications sent to parents concerning school issues and events.</li> <li>• The School should provide PD for PA Board members, including training on by-law construction and exposure to Chancellor’s Regulation A660 and Title I literature.</li> <li>• Combining workshops and PA meetings with student-centered events will increase participation.</li> </ul>	<ul style="list-style-type: none"> <li>• March 13 New Visions Parent College Readiness workshop held by Raymond Johnson.</li> <li>• PTA election and PD was held by Frances Torres, Office of Family Advocacy was held on June 1 with principal in attendance.</li> <li>• Discussion in SLT to increase parent and community involvement. ASPIRA parent workshops April 30 around college and career acquisition. Sylvan Learning parent math workshop March 23.</li> </ul>
---	--	---

## **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**

1. 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.)

The ATS report indicates that there are six students in Temporary Housing.

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

The school will make every effort to ensure that the needs of students in temporary housing are accommodated. The students in Temporary Housing will receive the same services and opportunities as other students at New Explores HS. In addition, the student will receive metro cards, academic counseling, tutoring, and personal counseling upon request. The students will be furnished with free school uniforms (shirts) and school supplies as needed.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. 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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. 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.

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

*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**

<b>School Name:</b>	New Explorers High School					
<b>District:</b>	7	<b>DBN:</b>	07X547	<b>School</b>		320700011547

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		79.7	80.3	83.2
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.8	93.0	94.1
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		81.4	91.0	93.2
Grade 8	0	0	0				
Grade 9	89	102	124	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	86	79	97	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	75	72	57		6	12	9
Grade 12	70	57	62				
Ungraded	0	0	2	<b>Recent Immigrants - Total Number:</b>			
Total	320	310	342	(As of October 31)	2007-08	2008-09	2009-10
					4	1	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	8	4	0	Principal Suspensions	263	211	51
# in Collaborative Team Teaching (CTT) Classes	29	54	68	Superintendent Suspensions	21	16	29
Number all others	16	3	4				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	15	26	TBD
# ELLs with IEPs	5	12	TBD
Number of Teachers	25	26	27
Number of Administrators and Other Professionals	8	7	10
Number of Educational Paraprofessionals	1	2	4

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
	2	7	51	% fully licensed & permanently assigned to this school	100.0	100.0	95.7
				% more than 2 years teaching in this school	76.0	53.8	51.9
				% more than 5 years teaching anywhere	52.0	46.2	63.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	69.0	77.8
American Indian or Alaska Native	0.3	0.6	0.6	% core classes taught by "highly qualified" teachers	100.0	100.0	95.2
Black or African American	36.3	35.5	28.9				
Hispanic or Latino	62.8	63.2	69.6				
Asian or Native Hawaiian/Other Pacific	0.0	0.3	0.3				
White	0.6	0.3	0.3				
<b>Male</b>	60.9	60.6	55.3				
<b>Female</b>	39.1	39.4	44.7				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>	Yes	If yes,					HS ELA
-----------------------------	-----	---------	--	--	--	--	--------

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

#### 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**	
<b>All Students</b>				v	v	v	63
<b>Ethnicity</b>							

American Indian or Alaska Native						-	
Black or African American						-	-
Hispanic or Latino						v	v
Asian or Native Hawaiian/Other Pacific Islander							
White						-	-
Multiracial							
Students with Disabilities						-	-
Limited English Proficient						-	-
Economically Disadvantaged						v	vsh
<b>Student groups making</b>						<b>3</b>	<b>3</b>
							<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	D	<b>Overall Evaluation:</b>	UPF
<b>Overall Score:</b>	45.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	UPF
School Environment:	10.7	Quality Statement 2: Plan and Set Goals	UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	8.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	26.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES 9-12 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

### Part I: School ELL Profile

#### 1. Language Allocation Policy Team Composition

SSO/District <b>District 07</b>	School <b>New Explorers High School</b>
Principal <b>Jacob Hobson</b>	Assistant Principal <b>Cindy Franza</b>
Coach <b>Bernard Keller</b>	Coach <b>Kathy Soviero</b>
Teacher/Subject Area <b>Marianne Ogden</b>	Guidance Counselor <b>Nana Konadu</b>
Teacher/Subject Area <b>James Canavas</b>	Parent <b>Gladys Drew</b>
Teacher/Subject Area	Parent Coordinator <b>Libertad Betances</b>
Related Service Provider <b>Olga Mariscal</b>	SAF
Network Leader <b>Marge Struk</b>	Other

#### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/FL Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>23</b>

#### C. School Demographics

Total Number of Students in School	<b>358</b>	Total Number of ELLs	<b>49</b>	ELLs as Share of Total Student Population (%)	<b>13.69%</b>
------------------------------------	------------	----------------------	-----------	---	---------------

### Part II: ELL Identification Process

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

- 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).
- 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.
- 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].)
- 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.

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

## Part III: ELL Demographics

### A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0
<b>Freestanding ESL</b>					
<b>Self-Contained</b>	29	11	6	3	49
<b>Push-In</b>					0
<b>Total</b>	<b>29</b>	<b>11</b>	<b>6</b>	<b>3</b>	<b>49</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	49	<b>Newcomers (ELLs receiving service 0-3 years)</b>	2	<b>Special Education</b>	1
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	2	<b>Long-Term (completed 6 years)</b>	1

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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	37	0	0	7	0	0	5	0	0	49
<b>Total</b>	<b>37</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>49</b>

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					
	9	10	11	12	TOTAL
Spanish	0	0	0	0	0
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Yiddish	0	0	0	0	0
Other	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Dual Language (ELLs/EPs)										
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	29	0	10	0	6	0	3	0	48	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	1	0	0	0	0	0	1	0
<b>TOTAL</b>	<b>29</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>49</b>	<b>0</b>

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

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					
	9	10	11	12	TOTAL
Spanish	29	10	6	3	48
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0

Other	0	1	0	0	1
<b>TOTAL</b>	<b>29</b>	<b>11</b>	<b>6</b>	<b>3</b>	<b>49</b>

### Programming and Scheduling Information

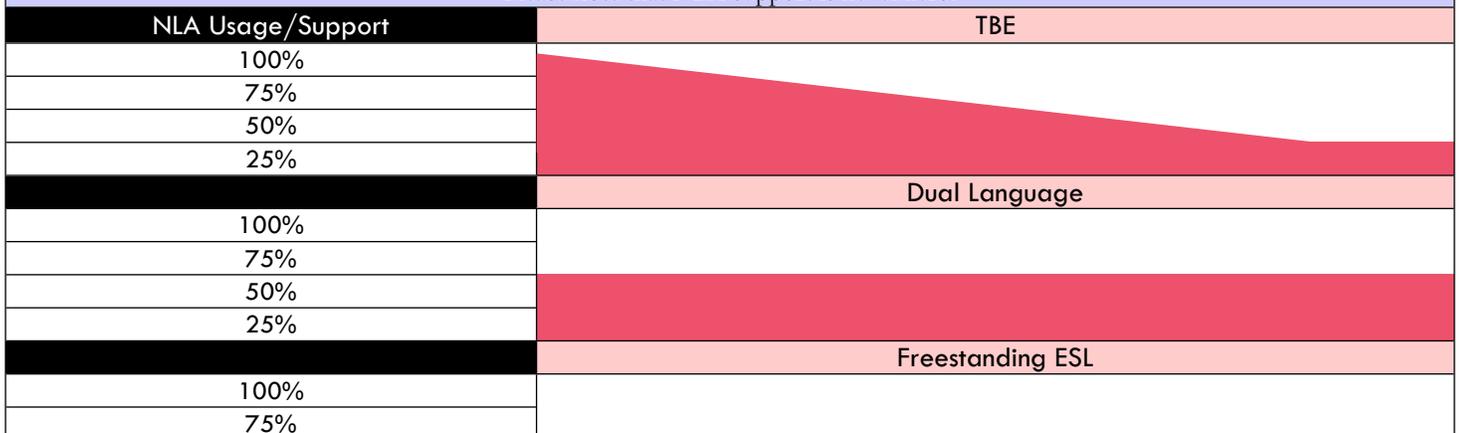
1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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)?
  - a. 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).

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

	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
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
<b>FOR TBE /DL PROGRAMS</b>			
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.



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	7	0	0	0	7
Intermediate(I)	13	8	3	0	24
Advanced (A)	9	3	3	3	18

Total	29	11	6	3	49
-------	----	----	---	---	----

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

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	47			
Math A				
Math B				
Sequential Mathematics I	43			
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment	47			
Physics				
Global History and Geography	47			0
US History and Government				
Foreign Language				
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
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.

## Part VI: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cindy Franza	Assistant Principal		
Libertad Betances	Parent Coordinator		
Marianne Ogden	ESL Teacher		
Gladys Drew	Parent		
James Canavas	Teacher/Subject Area		
	Teacher/Subject Area		
Bernard Keller	Coach		
Kathleen Soviero	Coach		
Nana Konadu	Guidance Counselor		
	School Achievement Facilitator		
Marge Struk	Network Leader		
	Other		
	Other		

Signatures

School Principal

Date

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Rev. 10/7/09